



ST BENEDICT'S SCHOOL
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Behaviour Policy – Senior School

Authorised by: The Board of Governors of St Benedict's School

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1 Introduction

This is a regulatory policy – responsibility for monitoring the effectiveness and compliance of the policy and its implementation is the responsibility of the governors. This includes:

- Monitoring of the policy and its implementation.
- Reviewing effectiveness.
- Tracking any patterns.
- Evaluating the nature of complaints and modifying future practice.

St Benedict's has a tradition of good behaviour and this policy aims to support staff, parents, pupils and Governors in maintaining and improving these high standards of behaviour. Good standards of behaviour lead to better levels of achievement, enjoyment and participation in school life by all.

All staff are expected to promote good behaviour among the students and to deal appropriately with any unacceptable behaviour. It is understood that while consistent and fair application of the Code of Conduct is essential that there will be some variations in staff application of this Code depending on the nature of the class or activity they are supervising. However, behaviour which undermines the learning of other students is always unacceptable and all staff have the duty to ensure that good behaviour is encouraged and poor behaviour is not tolerated.

Regular discussion of school behaviour at Pastoral Heads meetings, Pastoral team meetings, staff meetings and School Council meetings help to ensure that staff and students understand how the behaviour policy is applied consistently and fairly. Staff meetings will also periodically include training in behaviour management.

2 Our Code of Conduct is:

Self-discipline is at the heart of all our behaviour.

Treat others as we would wish to be treated and respect their property.

Be prepared to listen and let others learn.

Endeavour to work to the best of our ability at School and at home.

No tolerance of theft, harassment, violence or drugs.

Environmental respect (NO litter, chewing gum, spitting or graffiti).

Discussions should be respectful and polite.

Incidents should be reported to the appropriate person.

Care and compassion for all.

The highest standards of presentation are expected in work and dress.

Sanctions are fair and consistent.

Responsibility for the right equipment.

Understanding that we are a School of the Lord's Service.

Listening to and acting on the advice of others.

Education of the whole person (body, mind and spirit).

The fifteen principles outlined in more detail below are intended to outline the distinctive ethos of our School and guide pupils, parents and staff towards the behaviour expected.

Self-discipline is at the heart of all our behaviour:

Pupils should be encouraged to show self-discipline when in or outside School. A mature and respectful approach towards each other, staff and visitors is expected from all members of the community. Staff will instruct and guide where appropriate.

Treat others as we would wish to be treated and respect their property:

The 'Golden Rule' (Matthew 7:12).

Be prepared to learn and let others learn:

Academic needs require a positive learning environment. Staff will promote good study habits and not allow academic progress to be stifled by a minority.

Endeavour to work to the best of our ability at School and at home:

Pupils are required to realise their potential and use their talents to the full. It is the duty of the staff to identify and nurture the talents of all those within the community.

No tolerance of theft, harassment, violence or drugs:

For the safety and security of the pupils, we as a staff should be vigilant against breaches of discipline in these areas.

Environmental respect (NO litter, chewing gum, spitting or graffiti):

Stewardship and respect for the fabric of the School should be promoted by all.

Discussion should be respectful and polite:

Authority should be respected and good order should be maintained in all forms of communication.

Incidents should be reported to the appropriate person:

Pupils should be confident that incidents will be dealt with when reported and issues resolved satisfactorily.

Care and compassion for all:

The Catholic, Benedictine nature of the community defines this principle.

The highest standards of presentation are expected in work and dress:

We should promote and exemplify the standards we expect.

Sanctions are fair and consistent:

Consistency of professional judgement should be used when applying this principle.

Responsibility for the right equipment:

Clear guidelines should be given to pupils so they have the appropriate equipment to complete the task to the best of their ability.

Understanding that we are a School of the Lord's Service:

The Catholic ethos of the School is not to be undermined in any way. Acceptance and respect for the distinctive nature of the School is expected at all times.

Listening to and acting on the advice of others:

Wisdom does not come through age only experience.

Education of the whole person (body, mind and spirit):

The Catholic Benedictine ethos of the School allows a lifelong commitment to educate the whole person (body, mind and spirit).

3 Behaviour Management

The stages outlined below are a guide to the implementation of the Whole School Behaviour Policy. The implementation of this policy will be done with due regard to the 2010 Equality Act so that

reasonable adjustments are made for pupils with SEND. Involvement in serious incidents may result in pupils being advanced through the levels to the Deputy Headmaster or the Headmaster.

Pupils or students placed on any stage of the WSBP will remain on those stages for the duration of their time in the Middle School, Upper School or Sixth Form. After a prolonged period of good behaviour students who have been put on a particular level of the school behaviour policy might be moved to a lower level at the discretion of the headmaster or deputy headmaster.

Pupils who are causing concern in class or around the school should be referred to their Form Tutors. (Copies of referrals should be made to Division Heads and/or Heads of Department for information only at his stage.) Form tutors are responsible for dealing with issues of a pastoral nature and supporting pupils with ongoing academic difficulties. Subject teachers are responsible for dealing with subject specific difficulties and offering support as required by pupils although often that will involve discussion with the form tutor or Division Head. All concerns that are wider than entering a particular sanction given to a student for an incident should be entered onto MyConcern by the form tutor or subject teacher.

Where issues are not quickly resolved, form tutors and subject teachers should discuss the problem with the pupil and make their expectations explicit. Strategies should be agreed to resolve the problem. This should be logged on MyConcern and, if appropriate, parents should be informed.

4 and then 8 demerits accumulated will result in pastoral detentions for students. Pastoral and academic detentions must be entered on Progress Cards and on SIMS. If problems persist, pupils will advance through to Behaviour Level 1.

3.1 Behaviour Level 1

Pupils will be placed on Level 1 if they accumulate 12 + demerits for inappropriate behaviour or lack of work or are involved in an incident deemed more serious. Division Heads will impose a Saturday detention and an Individual Behaviour Plan (IBP) will be drawn up and agreed with the pupils. Targets agreed will be monitored by the pupils' form tutor and reviewed after an agreed period. A letter confirming the action taken and a copy of the IBP will be sent by the Division Head to parents and attached to SIMS. A meeting with the Division Head, Form Tutor and parents may be called as necessary. Notes should be taken by the Form tutor and attached to SIMS. Failure to respond to the targets agreed in the IBP will result in progression to Behaviour level 2.

3.2 Behaviour Level 2

A pupil who fails to respond to the support offered at Level 1 and who repeatedly fails to meet the targets agreed on their IBP will progress to Behaviour level 2. At this Level the Division head will take responsibility for supporting the pupil and resolving the situation. The Division Head will arrange a meeting with the pupils' parents and the Form tutor to discuss future conduct and place pupils on Behaviour level 2. A revised IBP will be agreed and monitored by the Division Head. A letter summarising the meeting and confirming action agreed and a copy of the IBP2 must sent to parents by the Division Head and attached to SIMS. The IBP2 targets should be reviewed after an agreed period of time. Failure to respond to support or to meet the targets set will result in progression to Level 3.

3.3 Behaviour level 3

Failure to resolve academic or pastoral issues at Level 2 will be deemed as very serious. The Division Head should refer pupils to the Deputy Headmaster. Parents will be contacted by the Division Head and a meeting arranged with the parents, Division Head and Deputy Headmaster. The pupil will not be involved in this meeting but will meet with the Deputy Headmaster after sanctions have been agreed. These may involve a fixed term exclusion. A final IBP3 will be drawn up and attached to SIMS. The Deputy Headmaster will write to parents summarising expectations and actions to be taken. Copies should be forwarded to the Headmaster for information. When the final

IBP3 is drawn up it will be made clear to both pupils and parents that failure to respond to the strategies implemented at this level is likely to result in the pupil excluding themselves from the community.

3.4 Behaviour Level 4

Pupils who reach this level will be working against the Mission Statement and demonstrating a complete disregard for the Code of Conduct. The Deputy Headmaster will liaise with the Headmaster and arrange a meeting with the parents. A fixed term period of exclusion may be given. A final warning will be issued and failure to meet an appropriate level of conduct will result in referral to the Headmaster.

3.5 Behaviour Level 5

If a pupil reaches level 5 they will have exhausted the support systems and will be excluding themselves. The pupil will be referred to the Headmaster who will review their file and make his decision on the pupil's future. The Headmaster will invite parents to a meeting to review their child's conduct, accompanied by the Deputy Headmaster regarding possible permanent exclusion.

4 Rewards

Every member of staff has the responsibility to establish high expectations for behaviour and this is done as much through the school's system of rewards as it is by the application of sanctions.

Within lessons and in the wider life of the school the expectation is that members of staff will seek to praise good behavior wherever they see it. In addition there are a normal of formal rewards that are given to students through the school year that include:

- 1) House points and merits that recognize work and actions that exemplify our Code of Conduct. These can lead to further rewards through the year, for instance bronze silver gold and platinum blazer badges.
- 2) House colours in the form of badges and ties
- 3) Termly awards that are given at assemblies for good behavior, academic achievement and academic endeavour.

5 Sanctions

At times a pupil or student's work or behaviour may prove unsatisfactory. The initial stage is for a teacher to communicate clearly to the pupil the reasons why they have fallen short of our expectations. This may involve a brief conversation or the pupil having the appropriate section of his/her Progress Card filled in. In the case of Sixth Form students concerns may be entered into SIMs. When a pupil is issued a cross or demerit they lose House Points. The accumulation of demerits or a serious incident, can lead to other sanctions.

St Benedict's School does not use corporal punishment or the threat of corporal punishment.

Sanctions which may be used by the school include:

5.1 Demerits

These are discipline marks given for small but still serious breaches of discipline. Their application in the classroom is explained below in section 6. Typical examples of other incidents that would result in a demerit are:

A student being in a form room that is not their own

Pushing in at the break or lunch queue
Inappropriate uniform around campus
Lack of respect towards a member of staff
Lack of respect towards school property including deliberate littering
Poor behaviour in class

5.2 Imposition paper

If a student continues to mess around in class even after receiving a demerit they can receive an imposition paper. This is a piece of work will be set that should take no longer than half an hour. This must be completed that evening and be signed by the parents. It should be given to the Deputy Headmaster before registration (or given to the headmaster's secretary if he is out) the next morning to be signed by him and handed on to the teacher who set the work.

5.3 Detention

There are five types of detention:

- a) Lunchtime prep detention is given for a first instance of failing to produce prep in time within 48 hours of when the prep was due.
- b) Friday academic detention is given for failing to produce prep in time on a second occasion within a week. It will also be given if a student fails to attend the lunchtime prep detention.
- c) Friday pastoral detention. This will generally be given for accumulating four demerits and is also given for being excluded from a lesson. A Friday detention might also be awarded for a disciplinary incident which warrants a more serious punishment than just a demerit. It is also given for having a phone out in school during the school day.
- d) Friday sports detention. This will be given for missing a school fixture on a Saturday morning without reason.
- e) Saturday detentions are given either for missing a Friday detention, accumulating 12 demerits, deliberately missing a timetabled lesson (including mass or sport), or for a particularly serious disciplinary incident.

If a student receives two Friday academic detentions in the same term then the third of those academic detentions will become a Saturday detention to reflect the seriousness of their ongoing poor work ethic. Similarly if a student receives two Friday pastoral detentions in the same term then the third of those pastoral detentions will become a Saturday detention to reflect the seriousness of their ongoing poor behaviour. If a student receives two Saturday detentions in a term the third one of those will ordinarily result in that student moving onto the next level of the whole school behaviour policy.

All detentions will be recorded on SIMS and parents will be informed.

5.4 Daily Report

For continued lack of progress, or lack of co-operation, a pupil may be put on a daily "lesson report". This is completed by individual class teachers and administered by the Division Head and tutor who will support the pupil by setting attainable targets to help their behaviour improve.

5.5 Loss of privileges

Pupils and students may face the loss of certain privileges if standards of behaviour or work are deemed to be inappropriate. For Sixth Form students this may involve being deprived of the right to leave school at lunch. Other examples of the loss of privileges include being banned from certain school trips, being forbidden from representing the school in competitive sports, or restriction of ICT rights.

5.6 Exclusion

Where an instance of poor behaviour is judged to be serious enough, pupils and students may face exclusion. This will usually be of a fixed term of several days but in very serious cases, exclusion may be permanent. Pupils and students who advance through the stages of the Whole School Behaviour Policy or Anti-bullying policy may face exclusion during the later stages of these policies.

Only the Headmaster, or in his absence one of the Deputies, may exclude a student.

Fixed term exclusion

The period of a fixed term exclusion is determined by the Headmaster, and the decision and the circumstances leading to it will be communicated to the student's parents. After a review meeting with the student (and their parents if appropriate) the Headmaster will readmit the student on the assurance of future good conduct either verbally or as a written behaviour contract. At the discretion of the headmaster a fixed term exclusion might be served within school under separate staff supervision depending upon the circumstances of the student and the incident. Examples of behaviour which may result in fixed term exclusion include the following:

- Verbal abuse, including gross insolence, of a member of staff of the School, volunteers or visitors.
- Violence towards another pupil including fighting.
- Persistent bullying or harassment (see the school's Anti-bullying Policy).
- Theft or vandalism of property either belonging to the School or otherwise.
- Persistent disregard for School's Code of Conduct.
- Inappropriate use of mobile phones.
- Inappropriate use of ICT (see the ICT Acceptable Use Policy).
- Inappropriate use of social networking sites.
- Bringing the School into disrepute by inappropriate behaviour when on a School related activity, whilst wearing school uniform or when travelling to and from the School.
- Bringing alcohol, cigarettes and/or drugs onto the School premises or drinking alcohol whilst in School Uniform or on a School related activity including travelling to and from School.
- Smoking on the School premises or smoking whilst in School Uniform or on a School related activity including travelling to and from School.
- Leaving the school site without permission or truanting from class.
- Other behaviour which the school deems serious enough to warrant fixed-term exclusion.

Permanent exclusion

Permanent exclusion is a last resort and will normally be enacted after a final warning has been used to a student although not necessarily in every instance. Examples of behaviour which may result in permanent exclusion include the following:

- Any of the offences listed above where the actions are deemed by the Headmaster to be so serious that permanent exclusion is warranted.
- Physical abuse and/or intimidation of a member of staff of the School.
- Possession of illegal drugs or other substances prohibited by the school's Drugs Policy on the School premises or whilst in School Uniform or on any School related activity including travelling to and from School.
- Supplying illegal drugs to another pupil of the School.
- Re-occurrence of an offence that had previously led to a fixed term exclusion within a calendar year.
- Possession of a knife or other offensive weapon.
- Making a malicious accusation against a member of staff.

- Other behaviour which the school deems serious enough to warrant a fixed-term exclusion.

5.7 Suspension

Suspension will be appropriate in the following cases:

A student may be removed from lessons for part or all of the school day with immediate effect if it is deemed appropriate by the Headmaster or Deputy Headmaster in order to prevent the escalation of a situation or to remedy a particular problem e.g. risk of bullying or conflict between students. In these circumstances the parents will be notified of the need to withdraw the student from lessons. Such exclusions will normally be supervised by senior members of staff. In the case of older students students may be asked to/allowed to go home for this suspension.

When a student has failed to respond to the standard series of sanctions used by the school in relation to their behaviour, the Headmaster or Deputy Headmaster may require them to remain at home until a formal meeting with their parents can be arranged in which the situation is discussed. Their return to class will be dependent on an assurance (either verbal or written depending upon the circumstance) that they will adhere to the rules and regulations of the school.

Continuing education

The School will continue to provide education for a student who is either excluded or suspended as long as they remain on roll. In the case of an exclusion or suspension lasting more than 10 days the school will consider:

- 1) How the student's education will continue
- 2) How their problems might be addressed in the interim
- 3) Re-integration after the exclusion except in the case of a permanent exclusion

6. The use of reasonable force

The Headmaster has authorised all teaching staff to use reasonable force in the following defined circumstances to prevent a pupil from:

- a) Committing an offence
- b) Causing personal injury or damage (including to themselves)
- c) Engaging in an activity prejudicial to good order around campus