



ST BENEDICT'S SCHOOL
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Behaviour Policy – Senior School

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Contents Page

	PAGE
1. Introduction	3
2. The School Code of Conduct.....	3
3. Rewards	4
4. Sanctions.....	5
5. The Use of Reasonable Force	7
6. Behaviour Management	7

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 in line with our Benedictine, Catholic ethos as a 'School of the Lord's service'. This policy aims to support staff, parents, students, 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. 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.

Consistent and fair application of the Code of Conduct by all staff is essential, although there will be some variations in staff application of this Code depending on the nature of the class or activity they are supervising. Consistency does not mean uniformity.

Staff are expected to enter rewards and sanctions on the online Trackitlights system. Students and parents can see these rewards and sanctions on their Firefly profile. Parents are asked to register that they have checked their daughter or son's student profile at the end of each week and to register this by ticking this off on the firefly profile. There is also a feedback box available in case the parent wishes to raise anything that arises from the positives or negatives of the previous week.

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. The School Code of Conduct

At St Benedict's we ask all students to remember three simple principles: work hard, get involved, and be kind. During their time at St Benedict's, we want our students to learn to be resilient individuals able to find happiness whatever life throws at them. We want them to be moral, caring and thoughtful members of our Benedictine community and the wider world. We want them to have the information to help them stay healthy in both mind and body and to have the understanding and confidence to prosper when they leave us.

How we work

We show self-discipline in our studies, striving to give our best effort in lessons and homework. We come prepared with the right equipment, ready to learn and ready to contribute. We value enquiry and curiosity, asking questions and exploring ideas, while respecting the right of others to listen, think, and learn. By persevering even when work feels difficult, we build resilience and the confidence to succeed. Student must not misuse technology to bully or access inappropriate content or to cheat in academic work. Students are

allowed to go to the toilet during lessons, but this right may be withdrawn if students misuse it to miss lesson time (internal absenteeism).

How we treat others

We treat others as we would wish to be treated, showing courtesy and respect at all times to other students and to all members of staff. We listen to advice and respond with openness, understanding that learning is a shared journey. Discussions should be thoughtful and polite, even when we disagree. We show care, compassion, and empathy for everyone in our community, with no tolerance of harassment, violence, or unkind behaviour. Working collaboratively, we build strong friendships and support one another in and out of the classroom.

How we live in community

We respect our environment, keeping the school clean and free from litter, chewing gum, graffiti, and other damage. We take responsibility for our actions and accept fair and consistent sanctions if we fall short of expectations. It is understood that the following things are not acceptable in our community and will lead to exclusion if brought on site:

Illegal or unauthorised prescription drugs, nicotine (including vapes of any sort and 'snus'), alcohol, weapons of any sort.

We also take responsibility for reporting incidents that may harm others, understanding that silence helps no one and that calling another student a 'snitch' is unacceptable and will result in a sanction. We present ourselves well, in our work, in our appearance, and in our behaviour, knowing that we represent St Benedict's in everything we do.

How we see our purpose

We believe education is about more than grades. It is about growing in body, mind, and spirit, becoming confident, creative, and enterprising young people who can think critically, solve problems, and contribute to society. We act with kindness, concern for others, and a sense of responsibility, following St Benedict's call to be a school of the Lord's service.

3. Rewards

Every member of staff has the responsibility to establish high expectations for behaviour and this is done more through the school system of rewards than 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 behaviour wherever they see it.

Most students follow the code of conduct without prompting, and merits are awarded for good work and behaviour. Merits will help towards the house points total for your house (each merit is equal to one house point). There are also a number of individual rewards for achieving a good number of merits, many of which are awarded in assemblies as public recognition of good behaviour and hard work.

- Bronze, Silver Gold and Platinum Badges are awarded for achieving merits as you make progress through the middle school.
- House colours are also awarded, generally in upper school and sixth form again as rewards for achieving merits for behaviour and hard work.

- Every half-term, a number of students in each year are given a Benedictine award of an Amazon voucher for their positive contribution to the school community.
- During the term, Heads of Year will also give out coffee shop vouchers for use in the sixth form café as more minor rewards for hard work and/or good behaviour.

This section of the policy is shorter than the section dealing with sanctions, but annually there are tens of thousands more merits awarded than crosses and demerits.

4. Sanctions

At times, a student or student's behaviour or work may fall below our expectations. The initial stage is for a teacher to communicate clearly to the student how they have fallen short of our expectations and discuss why this has happened. When a student 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 rejects the use of corporal punishment or the threat of corporal punishment.

In addition, we do not send students out of class unless absolutely necessary. If a student does need to be removed, then the teacher will contact a member of the senior team to collect them. Also, we do not issue group sanctions where there is no distinction between students who have behaved poorly and those who have not.

Sanctions which may be used by the school include:

4.1 Crosses and Demerits

- **A cross** is recorded for a very minor infraction, and would usually be for something like talking without permission in class (as a first warning), poor uniform (as a first warning), forgetting an item of equipment for class or being late for a lesson. This is not an exhaustive list but shows the level of crosses.
- Only if a student gets five crosses in a week will they then receive a demerit for consistently going against school expectations. **We advise parents not to worry about occasional crosses for students. They are only for very minor issues, and it is only when students start to accumulate demerits that we would be concerned.**
- **A demerit** is for a more serious example of poor behaviour. For instance,
 - 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
 - Receiving five crosses over the course a week
 This is not an exhaustive list but shows the level of demerits.
- **Being late for form registration** - As this is not to do with behaviour, a late demerit for morning or afternoon registration is not counted alongside behaviour demerits for the purposes of pastoral detentions/behaviour levels. While counted separately, four late demerits will equal a pastoral detention and so on. This only applies to years 7-11 as there are higher expectations of 6th formers who should also more independent by that age.

- 4 demerits in a term lead to a Friday detention. Going on to 8 demerits leads to another Friday detention. If a student receives 12 demerits in a single term, they will go onto level 1, or go up another level if already on a level, of the school behaviour policy. Details of this can be found in the school behaviour policy on the school website.

4.2 Other sanctions

Daily Report For continued lack of progress, or lack of co-operation, a student 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 student by setting attainable targets to help their behaviour improve.

Loss of Privileges Students may face the loss of certain privileges if standards of behaviour or work are deemed to be inappropriate. The loss of privileges may include being banned from certain school trips and being forbidden from representing the School in competitive sports.

4.3 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 Trackitlights and SIMS and parents will be informed.

4.4 Exclusion

Please refer to the separate school policy entitled ‘Expulsion and Required Removal Policy’.

4.5 **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 standard provision of lessons. Such suspensions will normally be supervised by senior members of staff. In the case of older students, they 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.

4.6 **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

5. **The Use of Reasonable Force**

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

6. **Behaviour Management**

The stages outlined below are a guide to the implementation of the Senior School Behaviour Policy (SSBP). The implementation of this policy will be done with due regard to the 2010 Equality Act so that reasonable adjustments are made for students with SEND. Involvement in serious incidents may result in students being advanced through the levels to the Deputy Headmaster or the Headmaster.

Students or students placed on any stage of the SSBP will remain on those stages. 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 head or deputy head.

Students who are causing concern in class or around the school should be referred to their Form tutors. Form tutors are responsible for dealing with issues of a pastoral nature and supporting students with ongoing academic difficulties. Subject teachers are responsible for dealing with subject specific difficulties and offering support as required by students 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 student 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 Trackitlights and on SIMS. If problems persist, students will advance through to Behaviour Level 1.

6.1 Behaviour Level 1

Students will be placed on Level 1 if they accumulate 12 + demerits in a term or are involved in a particular incident or incidents that are deemed particularly serious. Division Heads will impose a Saturday detention, and an Individual Behaviour Plan (IBP) will be drawn up and agreed with the students. Targets agreed will be monitored by the students' form tutor and reviewed after an agreed period. An email or letter confirming the action taken and a copy of the IBP will be sent by the Division Head to parents, attached to SIMS and recorded on Trackitlights. 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.

6.2 Behaviour Level 2

A student 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. This will often be indicated by a student getting another 12 demerits during a term. At this Level, the Division head will take responsibility for supporting the student and resolving the situation. The Division Head will arrange a meeting with the students' parents and the Form tutor to discuss future conduct and place students on Behaviour level 2 along with a Saturday Detention. A revised IBP will be agreed and monitored by the Division Head. An email or 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. Failure to respond to support or to meet the targets set will result in progression to Level 3.

6.3 Behaviour level 3

Failure to resolve academic or pastoral issues at Level 2 will be deemed as very serious. The Division Head should refer students to the Senior Deputy Headmaster. Parents will be contacted by the Division Head and a meeting arranged with the parents, Division Head and Deputy Headmaster. The sanction attached to going up to level 3 may be a Saturday Detention or may be 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 students and parents that failure to respond to the strategies implemented at this level is likely to result in the student excluding themselves from the community.

6.4 Behaviour Level 4

Students 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 is likely to be given. A final warning will be issued and failure to meet an appropriate level of conduct will result in referral to the Headmaster.

6.5 Behaviour Level 5

If a student reaches Level 5, they will have exhausted the support systems and will be excluding themselves. The student will be referred to the Headmaster who will review their file and make his decision on the student'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.