



ST BENEDICT'S SCHOOL  
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## Behaviour Policy – Senior School

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| 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 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. There is also a feedback box available in case the parent wishes to raise anything following review of 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. Students 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). Reasonable adjustments are made for students with a medical condition, disability or other identified need.

### **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 may lead to a pupil being suspended or permanently excluded 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, both in and out of school, 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.

The above expectations are taught explicitly, not simply published. Routines for the ordinary business of school life – arriving at lessons, moving around the site, behaviour in lessons/assemblies/times of collective worship, conduct at break and lunch times – are taught to students on entry, reinforced by all staff, and

revisited at appropriate points in the year. Where a student has additional needs, adjustments to routines are made proactively and by design wherever possible.

### **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 contribute towards the house points total for each 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
- Pupils who achieve a 'clean month' (i.e. no crosses, demerits or detentions) are recognised and praised in Divisional Assemblies. They also have their names entered into the Grand Prize Draw
- The parents of pupils who achieve a 'clean half term' (i.e. no crosses, demerits or detentions) will receive a congratulatory email in recognition of their achievement

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 further sanctions.

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 of 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 Friday pastoral detention and so on. This only applies to years F3-U5 as there are higher expectations of 6<sup>th</sup> formers.
- 4 demerits in a term leads to a Friday pastoral detention. Accruing 8 demerits in a term leads to another Friday pastoral 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 Whole School Behaviour Policy. Details of this can be found below.

### 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 St Benedict's Senior School Behaviour Policy

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 on time or for submitting very poor-quality prep which requires the work to be redone. All members of teaching staff can issue lunchtime prep detentions. Prep detentions take place during the first half of lunchtime, leaving enough time for the student to have lunch and visit the toilet before afternoon registration
- b) Friday academic detention is given to a student who receives two lunchtime prep detentions in one school week. It will also be given if a student fails to attend a lunchtime prep detention. The relevant Division Head will issue this detention, the time and date of which will be communicated home by the relevant Form Tutor
- c) Friday pastoral detention. This will generally be given for accumulating four demerits and is also given for being removed 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 contraventions of the school rules regarding mobile phone use during the school day. The relevant Division Head will issue this detention, the time and date of which will be communicated home by the relevant Form Tutor
- d) Friday sports detention. This will be given for missing a school fixture on a Saturday morning without reason. The Director of Sport will issue and communicate these detentions
- 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. These detentions will be issued by the relevant Division Head, Deputy Heads or Senior Deputy Head.

Detentions held outside normal school hours are not scheduled on a weekend during, immediately preceding or immediately following a half-term break, on a public holiday, on the day before the first day of term, or after the last school day of term.

Before issuing a detention outside normal school hours, staff consider whether it is likely to put the student at increased risk, whether the student has known caring responsibilities, whether the timing conflicts with a medical appointment, whether the parents need to be informed, and whether the parent can reasonably make suitable travel arrangements. A detention outside of normal school hours is not issued where there is any reasonable concern that it would compromise a student's safety.

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 (parents are informed of lunchtime prep detentions via the student's behavioural record, accessed via Firefly. Emails will be sent to parents informing them of Friday and Saturday detentions).

#### 4.4 Permanent **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 Head, Senior Deputy Head or Deputy Head Pastoral in response to a serious disciplinary incident, 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.

When a student has failed to respond to the standard series of sanctions used by the school in relation to their behaviour, the Head or Deputy Head may require them to remain at home until a formal meeting with their parents can be arranged at the earliest opportunity in which the situation is discussed. This time at home will be recorded as a suspension (code E). The 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 suspended or permanently excluded 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 the student will be supported whilst not at school
- 3) How their problems might be addressed in the interim
- 4) Re-integration after the suspension except in the case of a permanent exclusion

## 5. The Use of Reasonable Force

Please also see Section 7 of the Child Protection and Safeguarding Policy

Under section 93 of the Education and Inspections Act 2006, all teaching staff, and any other member of staff authorised by the Head, may 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

The school does not operate a 'no contact' policy. Staff are supported to make appropriate physical contact where necessary to safeguard a student, and the decision whether to use reasonable force is a matter for the professional judgement of the staff concerned in the circumstances.

“‘Reasonable’ in these circumstances means ‘using no more force than is necessary for the least amount of time’, the application of which will depend on the circumstances.”

Any force used will be reasonable and proportionate to the circumstances, and force is never used as a punishment. Authorised staff may also use reasonable force to conduct a lawful search for prohibited items (see the section on banned items, searching, screening and confiscation).

When considering the use of reasonable force, staff take account of any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. Where the student is more vulnerable, the school plans positive and proactive behaviour support – including through an Individual Behaviour Plan agreed with parents – to reduce the occurrence of challenging behaviour and the need to use reasonable force. Every use of force incident, and every seclusion or restraint incident, is recorded in writing as soon as practicable, and parents are informed, in accordance with Section 7 of the Child Protection and Safeguarding Policy, which sets out what must be recorded, what parents are told, and what happens where informing a parent would be likely to result in significant harm to the student. The Head and all staff have regard to the DfE guidance [‘Restrictive interventions, including use of reasonable force, in schools’](#) and [‘Reducing the need for restraint and restrictive intervention’](#). St Benedict’s School rejects the use of corporal punishment or the threat of corporal punishment.

## **6. Behaviour Management**

The stages outlined below are a guide to the implementation of the Whole School Behaviour Policy (WSBP). 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 Head Pastoral, Senior Deputy Head or the Head.

Students placed on any stage of the WSBP 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 Division Head, Deputy Head Pastoral, Senior Deputy Head or 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. Wider concerns should be entered onto MyConcern by the form tutor or subject teacher. Staff are alert not only to persistent misbehaviour but to any sudden change from a student's previous patterns of behaviour, which may indicate an underlying welfare or safeguarding concern. Such a change is recorded on MyConcern and raised with the Division Head and the Designated Safeguarding Lead, irrespective of whether a sanction is applied.

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 Friday detentions for students. Pastoral and academic detentions must be entered on Trackitlights. 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 an 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 and their parents. 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 student's 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 will be 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 Head and Deputy Head Pastoral. Parents will be contacted by the Division Head and a meeting arranged with the parents, Division Head and Deputy Head Pastoral. The sanction attached to going up to Level 3 may be a Saturday Detention or may be a Suspension. A final IBP3 will be drawn up and attached to SIMS. The Deputy Head Pastoral will write to parents summarising expectations and actions to be taken. Copies should be forwarded to the Senior Deputy Head and Head 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 will increase the risk of permanent exclusion.

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 Head Pastoral will liaise with the Senior Deputy Head and Head and arrange a meeting with the parents. A period of suspension is likely to be given alongside a final warning.

6.5 Behaviour Level 5

If a student reaches Level 5, they will be referred to the Head who will review their file and make his decision on the student's future. The Head will invite parents to a meeting to review their child's conduct, accompanied by the Senior Deputy Head regarding possible permanent exclusion.

## **7. Behaviour, safeguarding and Keeping Children Safe in Education**

This policy works alongside the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education (KCSIE) 2026. The behaviour policy is one of the key systems that supports safeguarding, and all staff are aware of how the two policies complement one another. Where a member of staff considers that a student's behaviour — their own, or towards others — may be a sign that the student is suffering, or is likely to suffer, harm, they follow the Child Protection and Safeguarding Policy and speak to the Designated Safeguarding Lead (or a deputy). The DSL will consider whether pastoral support, an early help or Family Help assessment, or a referral to children's social care may be appropriate. Taking disciplinary action and providing safeguarding support are not mutually exclusive and may take place at the same time.

## **8. Understanding the causes of behaviour and responding to students with SEND**

Before and after applying sanctions, staff seek to understand the underlying causes of behaviour and whether additional support is needed. Staff take account of any contributing factors — for example bereavement, experience of abuse or neglect, mental health needs, being bullied, unmet or unidentified special educational needs, criminal or sexual exploitation, caring responsibilities, or significant challenges at home. Where there are serious concerns about a student's behaviour, the school will consider whether an early help or Family Help assessment that goes beyond the student's educational needs is required.

This policy is applied with due regard to the Equality Act 2010. The school does not assume that because a student has SEND their behaviour is necessarily affected by it, but will consider whether SEND has contributed to the behaviour and whether it is appropriate to apply school sanctions. The school anticipates likely triggers of misbehaviour and makes reasonable adjustments — proactively and by design where possible — for disabled students and students with SEN. Where a student has an Education, Health and Care plan, the provision set out in that plan is secured and the local authority is engaged where the plan may need to be reviewed.

## **9. Supporting students following a sanction**

Following a sanction, staff consider what will help the student to understand how to improve and meet the school's expectations. This may include a targeted conversation explaining what went wrong, its impact, and what will happen if the behaviour is repeated; a conversation with parents/carers/relevant external agencies; enquiries with staff who teach or supervise the student; enquiries into circumstances outside of school, conducted by the Designated Safeguarding Lead or a deputy; and a review of whether the behaviour support currently in place remains appropriate.

## **10. Child-on-child abuse, bullying, sexual violence and sexual harassment**

St Benedict's maintains a culture of zero tolerance for sexism, racism, misogyny and misandry, homophobia and biphobia, faith-targeted abuse, sexual violence and harassment, derogatory behaviour and other forms of physical violence and conflict, and is alert to abuse linked to violence against women and girls. It is never acceptable, will never be dismissed as "banter", "having a laugh" or "part of growing up", and will always be taken seriously and responded to. Child-on-child abuse includes discriminatory behaviour including racism and faith-targeted abuse and other prejudice-based incidents, bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, and the making or sharing of nudes and semi-nudes — including images that have been digitally altered or generated using artificial intelligence (sometimes called "deepfakes" or "deep nudes"). The term 'images' includes all visual content, such as photographs, videos and livestreams.

Discriminatory behaviour including racism, faith-targeted abuse and other prejudice-based incidents is a form of child-on-child abuse in its own right, whether or not it is repeated and whether or not it meets the definition of bullying. A single incident will always be recorded and referred to the DSL, as well as being addressed under this policy.

Any report of child-on-child abuse is managed in line with the school's Child Protection and Safeguarding Policy and Part 5 of KCSIE (which describes a progressive continuum running from harmful sexual behaviour through to sexual harassment and sexual violence). The Designated Safeguarding Lead (or a deputy) leads the response and considers each incident on a case-by-case basis. Victims are reassured that they will be taken seriously, supported and kept safe, regardless of how long it has taken them to come forward, and are never made to feel that they are creating a problem or that they should be ashamed. Child-on-child abuse is a safeguarding issue for the alleged perpetrator as well as the victim. Where a student is the subject of a report, the school considers whether they have unmet needs of their own, whether they are themselves at risk of harm or being exploited, and what support they require. Sanctions and safeguarding support are applied together, not as alternatives. Students whose behaviour falls short of these expectations may be sanctioned under this policy, including while any police or children's social care investigation is ongoing. The school also has, and implements, an effective anti-bullying strategy, the detail of which is set out in the school's Anti-Bullying Policy.

## **11. Behaviour outside school and online**

The school may sanction students for misbehaviour outside the school premises to such an extent as is reasonable. This includes non-criminal poor behaviour and bullying that occurs off-site or online and is witnessed by a member of staff or reported to the school — for example when a student is taking part in a school-organised or school-related activity, travelling to or from school, wearing school uniform or otherwise identifiable as a student of the school, or where the behaviour could have repercussions for the orderly running of the school, poses a threat to another student, or could adversely affect the reputation of the school.

The same standards of behaviour are expected online as offline. Inappropriate online behaviour — including bullying, the use of inappropriate language, sexual harassment, and the soliciting or sharing of nude or semi-nude images (including AI-generated images) — is addressed in the same way as offline behaviour, following the Child Protection and Safeguarding Policy and speaking to the Designated Safeguarding Lead where an incident raises a safeguarding concern.

## **12. Mobile phones and smart technology**

In line with the Department for Education's guidance 'Mobile phones in schools', St Benedict's operates a mobile-phone-free school day: students must not use mobile phones, or other personal smart technology with similar functionality (such as smart watches), during the school day, including in lessons, between lessons, at break and at lunchtime. Sixth formers are permitted to use their mobile phones when in 6<sup>th</sup> form-only areas (e.g. the common room, the Sixth form café). The rules, and the consequences of breaching them, are made clear to students and parents. A phone seen or used in breach of this rule may be confiscated in line with the section on searching, screening and confiscation, and further sanctions (such as a Friday or Saturday detention) may apply. Reasonable adjustments and adaptations are considered on their individual merits for students who need a phone because of a medical condition or disability.

The school expectation is that pupils in Form 3 and Lower Four will have a 'brick' phone (i.e. a phone which can make calls and texts but is not internet enabled and is not a 'smart' phone). These are the only phones permitted for these year groups.

For pupils in Upper Four, Lower Five and Upper Five, the school uses the Blackout app which disables smart phone capabilities. It is the responsibility of the pupils to ensure that the app is downloaded and enabled during school hours and the responsibility of the school to provide access codes to enable the app to be used. The school will regularly monitor pupil engagement with the app; with Friday Detentions issued to pupils who deliberately fail to download the app. Pupils who disable the app during school hours will be issued a Friday Detention. Form Tutors must be informed in writing by parents if pupils in these year groups are using a 'brick' rather than a smart phone.

Pupils who have a particular need (for example, but not limited to, a medical need) and require access to smart phone functionality are exempt from the above rules.

### **13. Banned items, searching, screening and confiscation**

The school has regard to the DfE guidance 'Searching, screening and confiscation at school'. The following items are banned and must not be brought onto the school site: illegal or unauthorised prescription drugs; nicotine, including vapes of any sort and 'snus'; alcohol; weapons of any sort; and any other item identified as prohibited in this policy or in school communications. Bringing such items onto site may lead to serious sanctions, which may include suspension or permanent exclusion.

Senior members of staff and Division Heads are authorised by the Head to search a student, with their consent, for any item banned under the school rules. Authorised staff may search a student without consent for "prohibited items" — including knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence or cause harm. Staff may confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable and proportionate to do so. Searching, screening and confiscation are carried out in accordance with the DfE guidance, having regard to the student's age, any SEND or vulnerability, and their welfare.

### **14. Suspected criminal behaviour**

Where a member of staff or the Head suspects that a student's behaviour may amount to criminal behaviour, the school makes an initial assessment of whether the incident should be reported to the police, gathering only enough information to establish the facts. These initial enquiries are fully documented, and the school takes every reasonable step to preserve relevant evidence. Where a decision is taken to report the matter to the police, the school ensures that any further action it takes does not interfere with the police investigation, while retaining the discretion to continue its own enquiries and apply its own sanctions where these do not conflict with police action. A report to the police may be accompanied by a report to children's social care, and the Designated Safeguarding Lead will take the lead, in line with the Child Protection and Safeguarding Policy and NPCC guidance [When to call the police](#).

Any concern that a student is carrying, has used, or has threatened to use a weapon is reported to the Designated Safeguarding Lead immediately and treated as a safeguarding matter as well as a disciplinary one, having regard to government guidance for [Child Knife Possession Offences](#).

### **15. Removal from the classroom**

Removal is where a student is required, for serious disciplinary reasons, to spend a limited time (in most circumstances the remainder of that lesson) out of the classroom in a supervised setting (most commonly the 'balcony middle room', adjacent to the Division Heads' offices) where their education continues. A member of the pastoral or senior team will attend the lesson to collect the student and escort them to a separate room. It is different from a student being asked to step outside briefly for a conversation and then return. Removal is a serious sanction, used only when necessary and once other classroom strategies have been tried, unless the behaviour is so extreme as to warrant immediate removal. Any removal from class will be logged on the school's Trackitlight system and appear on a student's behavioural record for that academic year (accessible via Firefly). Should a pupil be removed from a lesson, parents will be informed the same day. Should the student have a social worker, a Child in Need or Child Protection Plan, or be looked after, the school will inform relevant external agencies as part of continued collaborative working. Pupils will be supported in reintegration back into lessons.

## **16. Malicious allegations**

Where a student makes an allegation against a member of staff or another student that is found to have been deliberately invented or malicious, the school will consider whether disciplinary action under this policy is appropriate for the student who made it. Such cases are handled sensitively and in conjunction with the Designated Safeguarding Lead and the school's procedures for managing allegations and low-level concerns about staff. A genuine report that is not ultimately upheld is not treated as malicious.

## **17. Monitoring, evaluation, training and publication**

The governors monitor the effectiveness of this policy and its implementation. A record is kept of all sanctions imposed for misbehaviour. Crosses, demerits, detentions, removals from the classroom are recorded on Trackitlights. Placement on any Behaviour Level, Individual Behaviour Plans, suspensions and permanent exclusions are recorded on the student's file on SIMS, together with the reason for the sanction, the date, who imposed it and how the parents were informed. Where an incident also raises a safeguarding concern, a record is made on MyConcern and the DSL is informed. The school collects and analyses attendance and behaviour data — including sanctions, detentions, removals, suspensions, and searching and confiscation incidents, together with student, parent and staff feedback — at whole-school, group and individual level, and reviews it for any disproportionate impact on students who share a protected characteristic, in line with the school's duties under the Equality Act 2010. All staff receive regular training and induction on this policy and on the school's behaviour culture, and new and mid-phase students are inducted into the school's behaviour expectations. This policy is published on the school website, is communicated to parents, students and staff, and is reviewed regularly and whenever relevant guidance changes.