

Positive Behaviour Policy

Draft



Our Starting Point

Our Mission Statement

St Benedict's College is a Catholic, all ability, inclusive school committed to delivering excellence for all. Together with home and community, we strive to enable our students to be happy, safe and successful.

Our Motto

Guigh agus Foghlaim - Pray and Learn

Our Values

Staff and students in St Benedict's College will:

- Respect themselves, others, their school and their community.
- Demonstrate kindness, empathy and concern for others.
- Be inclusive and tolerant of other religions, cultures and traditions.
- Be honest and truthful.
- Be charitable and giving and demonstrate a commitment to service and social justice.

Our Guiding Principles

We believe that the overwhelming majority of students in St Benedict's College come to school each day ready to work to the best of their ability and to behave in a safe manner, showing respect for other students, staff and school property.

In order to establish a positive school climate and a classroom atmosphere conducive to learning teachers employ a consistent, dignified approach to promoting and sustaining good behaviour in which students are taught to choose safe behaviour which demonstrates that they are ready to learn and driven to succeed while being respectful of everyone in the school community.

In order to help students' choose responsible behaviour teachers actively promote our Code of Conduct and School Rules, as well as devising their own Classroom Behaviour Plans.

We believe that if students are to be happy, safe and successful in the College they need to know what is expected of them and that their good behaviour will be supported and recognised. Equally they must also know the limits and the consequences for not complying with teacher's expectations.

Our Code of Conduct

All students are expected to:

- Treat school property and the school premises with respect;
- Ensure that the school environment is kept clean, tidy and free from litter;
- Ensure that text books, exercise books and homework planners are looked after and kept graffiti free;
- Behave appropriately, both inside and outside school, including when on school buses and on school trips;
- Refrain from smoking. Cigarettes and e-cigarettes are strictly forbidden in school and on school grounds;
- Refrain from smoking or vaping before or after school, whilst in school uniform;
- Use appropriate language at all times;
- Refrain from using drugs and alcohol. Drugs (prescription or illegal) and alcohol are strictly forbidden in school and on school grounds;
- Refrain from using drugs or alcohol before or after school whilst in school uniform;
- Refrain from taking knives/dangerous weapons on to school grounds;
- Refrain from drinking energy drinks;
- Walk in single file on the left hand side of the corridor. Avoid running inside school;
- Refrain from entering out-of-bounds areas within the school grounds;
- Not leave the school premises without permission at any time during the school day;
- Not Play truant/mitch school;
- Not use mobile phones during the school day. They must be switched off at all times and kept inside blazer pockets or school bags;
- Refrain from fighting;
- Refrain from bullying behaviour.

Respectful

Responsible

Kind

**Ready to
Learn**

**Students
will
be.....**

**The best
you can be**



Our Positive Behaviour Management Strategies

Our Classroom Routines

- Meet and Greet
 - End and Send
- Hands up for Silence
 - Straight to Work
 - Praise in Public
- Reprimand in Private
 - Repair and Rebuild

Phrases used in our Classrooms - Are you...?

- Ready to learn?
- Showing respect?
- Being kind?
- Taking responsibility?
- Being the best that you can be?

Our Stepped Approach to Positive Behaviour Management

Steps	Steps	Actions
1	Reminder	A reminder of the five simple rules (Be Ready, Be Respectful, Be Kind, Be Responsible, Be the best you can be) delivered privately, wherever possible. Repeat reminders if necessary. Try to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and asking them to think about addressing it. Use the phrase, "I'm disappointed with how you are behaving, are you showing respect/kindness/responsibility etc?." (refer to our rules/phrases)
3	Last chance	Speak to the student privately and give them a final opportunity to change their behaviour. Offer a positive choice and refer to previous examples of good behaviour. Follow up by using the phrase "Stay behind for two minutes after class" to this step. That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted because the child has had to be reminded and cautioned.
4	Time out	Time out might be necessary. It might be a short time in another supervised room. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. The child should be invited back into the room if they are ready to re-engage in learning.
5	Repair	This might be at the end of the lesson. An opportunity to discuss the child's behaviour and rebuild relationships. If a resolution cannot be reached the behaviour incident should be recorded on Behaviour Management on SIMS and referred to the Form Teacher to support with repair.

Remember:

“Adults who manage behaviour of angry children brilliantly understand the first principle is to manage their own response so it is predictable, consistent and empathetic.”

Ref : When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour. By Paul Dix

Behaviour for Learning – Our Expectations of Students

Morning Registration

- Line up outside your form room until your Form Teacher arrives and invites you in.
- Enter your form room and go to your seat.
- Place your pupil planner on the desk for checking.
- Join in the school prayer.
- Sit quietly while your Form Teacher marks the register.
- Inform your Form Teacher if you have an absence note, missing books, homework or PE gear.
- If you have missed school find out from another student the classwork and homework you have missed. Record in your pupil planner and make arrangements to catch up on it.
- Switch off Mobile phones, i-pods, apple watches or any other product with digital facilities when in form class otherwise they will be confiscated.

Daily Classes

- Line up outside your classroom and wait there until your subject teacher invites you in.
- Enter the classroom and go to your seat.
- Join in the school prayer.
- Sit quietly while the teacher marks the class register.
- Inform the teacher if you have missing books, homework or PE gear.
- Take out books, pupil planner, homework, pens, rulers and any other equipment you need.
- Put your schoolbag in a safe location.
- Make sure you are ready to learn and to do your best.

- Listen carefully when the teacher is teaching and concentrate fully. If the teacher asks a question and you know the answer put up your hand and wait to be asked rather than calling out the answer.
- Participate fully in group work. Follow instructions, stay on task and make sure everyone in your group is involved.
- Treat school property with respect.
- Use the bathrooms at break and lunch, do not ask to get out of class unless it is absolutely necessary.
- Avoid eating in class but remember you can drink water. Bottles of water can be placed on your desk but should remain in your schoolbag when moving between classes. Make sure you throw empty water bottles in the recycling bins.
- Switch off Mobile phones, i-pods, apple watches or any other product with digital facilities when in class otherwise they will be confiscated.
- Follow the individual safety rules of all practical subjects.

<h3>Behaviour for Learning – Our Expectations of Parents</h3>

- Ensure that your child attends school regularly and arrives in good time, with homework done, and is suitably prepped for the lessons.
- Be aware of school rules and procedures, and encourage your child to abide by them.
- Act as positive role models for your child in your relationship with the school and teachers.
- Show interest in your child's classwork and homework, and attend planned meetings with teachers.
- Provide the school with all the necessary background information about your child, including telling us promptly about any concerns you have about school, or any significant change in your child's medical needs or home circumstances.

Our Ladder of Support/Referral

L1

- Class Teacher

L2

- Subject Leader

L3

- Form Teacher

L4

- Head of Year

L5

- Key Stage Manager

L6

- Asst Principal/Principal

L7

- Board of Governors

Our Roles and Responsibilities

Form Teacher

Behaviour

I will...

- establish clear rules/ expectations of students in my form class
- deal with Level 1 behaviours
- monitor SIMS lesson monitor comments/reports daily and respond as required
- reward achievement points for consistent good behaviour
- reward an achievement point for three positive comments in a week
- provide praise for positive comments
- provide rewards for students in my form class
- give roles and responsibilities to students
- create a referral to HOY on SIMS if there is a pattern of poor behaviour
- record achievement / behaviour points in pupil planner
- monitor pupils on Form Teacher report.

Communication

I will....

- share SIMS lesson monitor comments/reports with students and parents
- write personal comments to parents in the pupil planner
- attend parent/teacher meetings
- meet with parents, alongside HOY, if a major issue arises

Head of Year

Behaviour

I will...

- establish clear rules/ expectations of students in my year group
- support Form Teachers with behaviour management
- deal with Level 2 behaviours
- respond to behavioural referrals from Form Teachers
- allocate time-out cards
- monitor pupils on Head of Year report
- email reports home to parents' daily

- place students on after school detentions and monitor attendance at detention
- monitor SIMS behaviour management
- liaise with Key Stage Managers / SLT
- lead assemblies with focus on positive behaviour
- recognise and reward students' good behaviour
- organise reward trips
- celebrate the success and achievements of students in and out of school

Communication

I will...

- liaise with home and meet parents
- attend parent / teacher meetings
- have meetings with outside support agencies
- inform parents of support available from internal and external agencies
- meet with Key Stage Managers to discuss student / parent issues.

Key Stage Managers

Behaviour

I will...

- establish clear rules/ expectations of students in my key stage
- support Heads of Year with behaviour management
- deal with Level 3 behaviours
- respond to behavioural referrals from Head of Year
- monitor pupils on Key Stage Manager report
- email reports home to parents' daily
- monitor SIMS behaviour management
- progress pupils to the Statutory Referral Process
- liaise with the Principal on suspensions and expulsions
- attend School Based Care Team Meetings
- lead assemblies with focus on positive behaviour
- recognise and reward students' good behaviour
- celebrate the success and achievements of students in and out of school
- monitor, evaluate and review the Positive Behaviour Policy.

Communication

I will...

- liaise with home and meet parents
- attend parent / teacher meetings
- have meetings with outside support agencies
- make home visits
- inform parents of support available from internal and external agencies
- meet with Assistant Principal/Principal to discuss student / parent issues.

Our Reward System

Our school reward system has been designed to motivate students and reward them for not only making excellent academic progress but also for making a positive contribution to the life of the school and community. Its purpose is to help students see that if they approach school with positivity and enthusiasm, they will be rewarded, in line with our school's ethos of celebrating, improvement and achievement.

St Benedict's College promotes positive behaviour through "positive noticing" and recognising those students who "go over and above". The use of incentives and rewards is central.

"Positive noticing builds relationship currency. You get more of the behaviours you notice most. Relationship currency is built through everyday noticing".

Ref: When Adults Change, Everything Changes: Seismic Shifts in School Behaviour. Paul Dix

The Rewards Process:

The following process is encouraged and promoted:

- **Positive Noticing and Praise**

Each member of staff will positively notice and praise good behaviour and the progress and success of individual children. Staff will follow up with parents and home, as appropriate.

- **Department Rewards**

Each department within the school will positively notice student improvement and achievement by developing an individualised reward system suitable to their subject with rewards provided to students at least half termly.

- **Achievement Postcards**

Congratulatory postcards will be awarded to students on a half termly basis by their Form Teacher for

(a) Effort

(b) Homework

(c) Conduct

Postcards will be presented at assembly and a duplicate copy will be sent home to parents.

- **Achievement Points**

Achievement points will be awarded to students for good standards of work and behaviour. The aim of the system is to improve pupil motivation and engagement by rewarding good behaviour and performance. Achievement points will be collated half termly with rewards issued to students with the highest accumulated. Students in KS3 will also have their achievement points collated as part of a House Reward System where on a termly basis the 'House' with the most achievement points will be rewarded. This will be co-ordinated by Form Teachers and Heads of Year.

- **Hot Chocolate with the Principal**

The Principal will meet with nominated KS3 and KS4 students on a monthly basis to positively notice progress and success. Participants will be identified by Heads of Year.

- **Annual Celebration of Achievement**

Students will be publically recognised and rewarded for excellence and endeavour in learning, sport, attendance, behaviour and contribution to school life on this key occasion in the school calendar.

Our Behaviour Points System

Behaviour Points

<i>Behaviour Type - Level 1</i>	<i>Staff responsible</i>
<p><i>Classroom Incidents:</i> <i>Persistent. Min X3 occurrences = 1 point</i> Examples: Not completing homework Using inappropriate language overheard by teacher Making an inappropriate comment to pupil or staff Engaging in lesson disruption Using a mobile phone Coming late to class Having no books/equipment Consuming an energy drink or food in class Misusing equipment Causing minor damage to property Not wearing or bringing PE Kit Creating a Health and Safety issue (minor) Selling sweets/drinks in school Leaving classroom without permission</p>	<p>Class Teacher</p> <p>(Incident recorded on SIMS by Class Teacher for Form Teacher/HOD follow up)</p>
<p><i>Form class incidents:</i> <i>Persistent. Min X3 occurrences = 1 point</i> Examples: Failing to get Student Planner signed Not bringing Student Planner to school Infringing uniform regulations Being late to registration Consuming energy drinks in school Using a mobile phone after 9.10am Using inappropriate language overheard by teacher Engaging in disruption in Registration/PD</p>	<p>Form Teacher</p> <p>(Incident recorded on SIMS by Form Teacher)</p>

<i>Behaviour Type - Level 1</i>	<i>Staff responsible</i>
<p><i>Reported incidents at break or lunch, arrival and exit to school</i></p> <p><i>Persistent. Min X3 occurrences = 1 point</i></p> <p>Examples:</p> <p>Not following rules in the canteen</p> <p>Using a mobile phone at break/lunch</p> <p>Using a mobile phone inappropriately</p> <p>Infringing uniform regulations</p> <p>Consuming energy drinks in school</p> <p>Throwing litter</p> <p>Using inappropriate language overheard by teacher</p> <p>Refusing to follow instructions</p> <p>Having a poor attitude towards staff (minor)</p> <p>Engaging in poor behaviour on corridors</p>	<p>All staff (Support staff report to Form Teacher to record on SIMS)</p>

Triggers – 3 and 5 behaviour points

- When a student has accumulated 3 behaviour points the FT will contact the HOY to ask them to contact home by telephone or to issue a standard letter generated through the parent app.
- If behaviour is subject specific the HOY will contact home.
- When 5 behaviour points have been accumulated the HOY will issue an afterschool detention and contact home.
- Students will be placed on FT report for 1 week.

<i>Behaviour Type - Level 2</i>	<i>Staff responsible</i>
<p><i>Classroom Incidents:</i> <i>1 incident =5 behaviour points</i> <i>Examples:</i> Using inappropriate language or comments towards a pupil or in ear shot of staff member Being involved in a fight Engaging in lesson disruption (major) Having to be withdrawn from a lesson by HOY/SLT Leaving a lesson without permission Engaging in theft Creating a Health and Safety issue (major)</p>	<p>All staff</p> <p>(Incident recorded on SIMS for HOY to issue afterschool detention)</p>
<p><i>Reported incidents at break or lunch, arrival and exit to school</i> <i>1 incident =5 behaviour points</i> <i>Examples:</i> Smoking or Vaping in uniform inside or outside school Engaging in poor behaviour on the bus Leaving school without permission (minor) Being out of bounds (1st offence) Engaging in truancy (1st offence) Causing damage to property inside or outside school in uniform (minor) May also incur a charge. Using social media inappropriately and directed at another pupil or staff member (minor) Causing damage to toilets.</p>	<p>All staff</p> <p>(Incident recorded on SIMS for HOY to issue afterschool detention)</p>

Trigger - 5 behaviour points

- All Level 2 behaviours will result in the HOY placing the pupil involved in after school detention and contacting home.

Behaviour Points – Levels of Progression

This is a guide and may be subject to change given individual pupil's circumstances. Any staff member can make a call home to parents, but HOY should be informed first, and call logged on SIMS.

<u>Points</u>	<u>Action</u>	<u>Staff Responsible</u>
3	FT will refer to HOY to issue behavioural letter to Parent App. Optional call to parents by FT/HOY/HOD	FT – HOY and HOD
5	FT will refer to HOY for after school detention. HOY will contact parent by phone and notify them of afterschool detention via Parent App. Pupil will be placed on report with 2 targets- monitored by FT - 1 week	FT / HOY
8	FT will refer to HOY to issue behavioural letter to Parent App. HOY will have a meeting with Parents.	FT / HOY
10	FT will refer to HOY for after school detention. HOY will contact parent by phone and notify them of afterschool detention via Parent App. Pupil passport will be completed with HOY and pupil will be placed on report with 2 targets. Monitored by HOY -2 weeks.	FT/ HOY

13	FT will refer to HOY to issue behavioural letter to Parent App. HOY will invite KS Manager to have a meeting with parents.	FT/HOY/KSM
15	FT will refer to HOY for after school detention. HOY will contact parent by phone and notify them of afterschool detention via Parent App. Pupil will be placed on report with 2 targets. Monitored by KS Manager -1 week. Pupil Report monitored by KS Manager 1 week.	FT/HOY/KSM

Trigger - 15 behaviour points

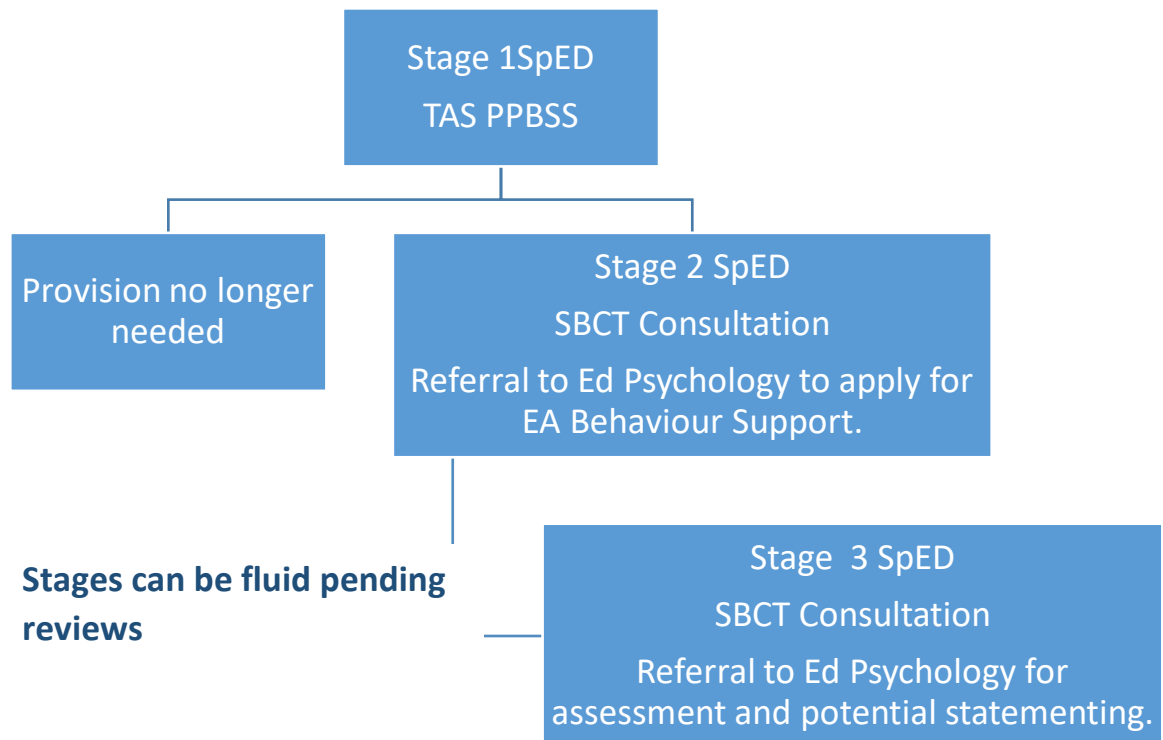
- When students accumulate 15 behaviour points KS Managers will decide if the pupil requires an IBP – Individual Behaviour Plan to be created or updated to include specific behavioural targets.
- Pupils will be placed at Stage 1 of the SEN Code of Practice if they are not already on it.

<i>Behaviour Type - Level 3</i>	<i>Staff responsible</i>
<p><i>Incidents:</i> <i>1 incident =10 behaviour points = Suspension</i> <i>Examples:</i> Using inappropriate language and being aggressive towards a teacher (major) Engaging in aggressive behaviour, physical or verbal, towards another pupil (major) Being flagrantly disobedient Causing disruption which stops teaching and learning Being involved in bullying (major) Being involved in a fight, striking another pupil (major) Engaging in truancy (2nd offence onwards) Being out of bounds (2nd offence onwards) Causing damage to property inside or outside school in uniform (major) May also incur a charge. Using social media inappropriately and directed at another pupil or staff member (major) Engaging in theft (major) Intentionally setting off the fire alarm Being under the influence of alcohol or drugs Causing a serious breach of Health and Safety rules Leaving school without permission (major) Possession or selling of alcohol or drugs in school or on the bus Possession or selling of an item deemed to be a weapon Possession or selling of any harmful item Letting off fireworks in school Smoking or Vaping in uniform inside or outside school (2nd offence onwards)</p>	<p>All staff</p> <p>(Incident recorded on SIMS for follow up by HOYs and KS Managers. leading to Suspension Or Expulsion at the discretion of the Principal and BOG)</p>

Trigger – 10 behaviour points

Level 3 behaviours may lead to suspension. Sanctions issued will be at the Principal's discretion and will reflect individual pupil's circumstances.

The Statutory Referral Process



Support services

- Behaviour Support Team
- Education Psychology
- EA Youth Service - REACH Service
- ICSS Counselling
- OASIS

Sanctions

Students must know that there will be consequences and sanctions imposed if they do not meet our expectations and standards of behaviour.

Students must be clear why a sanction is being imposed and teachers must apply sanctions consistently and fairly.

Teachers will use their professional judgement to determine an appropriate sanction for a particular behaviour.

Examples of sanctions:

- Delivering a verbal warning.
- Allocating extra work, e.g. meaningful additional work and/or homework.
- Organising personal detentions, possibly at break or lunchtime
- Using departmental support systems e.g. organising a temporary removal from class and /or using the Buddy System.
- Communicating with parents – phone calls, letters, texts and meetings.

If a sanction is imposed, relationships need to be repaired once it has been completed.

Official Sanctions

After school detention

Students who are required to attend are identified by the Form Teacher, and Subject Teacher. They are placed on detention by the Head of Year. Staff supervise detention which occurs once a week on a rotational basis.

Report (SIMS)

Students can be placed on report by their Form Teacher, Head of Year or Key Stage Manager. Staff will be asked to comment on the student's attitude, behaviour and effort in each lesson.

Form Teacher Report: FT will review each day in morning registration.

Head of Year Report: HOY will review each day in morning registration.

Key Stage Manager Report: KSM will review each day in morning registration.

Reports will be emailed to parents at the end of the day. By the HOY or KSM.

Suspension

If a student is placed on suspension this will be for a period of up to five days and, with the approval of the Board of Governors, it may be extended to a maximum of forty-five days in any one school year. When a student is suspended, parents, the Chairman of the Board of Governors, CCMS and the EA are notified in writing.

Suspended students and their parents are required to attend a return to school meeting with the Principal and the Head of Year or Key Stage Manager.

The student will complete a Pupil Passport with the HOY and will be placed on daily report to the HOY for 2 weeks.

The outcome of any suspension meeting may be:

- to re-admit the pupil subject to terms specified in writing **or**
- to transfer the pupil to another school, educational establishment or Educational Guidance Centre.

If a pupil is suspended on any two occasions within a term the statutory referral process will be followed.

Expulsion

Expulsions usually occur for one of two reasons:

A "**single major incident**" involving gross misconduct or as a "**last resort**", that is: "where the school has taken all reasonable steps to avoid expelling a pupil" or "where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of the pupil, or that of others in the school."

(DFE Circular No 10/94)

Where an incident occurs which is clearly, or may possibly be, of a criminal nature, the police, parent/guardian together with Senior Management Officer, Designated Officer in the EA and Social Services must be consulted by the Principal and a suspension invoked immediately, pending arrangements being made for the consideration of an expulsion.