

St Benedict's Catholic College



Behaviour for learning policy

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Our Mission Statement

St Benedict's Catholic College

We are an inclusive community with Christ at the Centre
We nurture spiritual, emotional and academic growth
We develop our gifts and talents through prayer, work and respect
It's what we do and believe

St Benedict's Catholic College Behaviour for learning policy



We are committed to providing excellent teaching and learning. We have high expectations and we believe and encourage our students to “Make every minute of every lesson count”.

The aims of our mission statement should permeate all aspects of our college life. The spiritual, moral, cultural, social and intellectual development of our students is the responsibility of all members of staff and is powerfully influenced by the ethos of the college.

A Christian learning community should provide a positive and secure environment in which learning and development can occur. Therefore, it is important that our Behaviour for Learning Policy is underpinned by a system of rewards and consequences based on the underlying principles of forgiveness and respect for the *uniqueness of each individual*.

Our behaviour for learning policy is a central element of our partnership with parents/carers and students because it contributes to:

- the smooth running of the college;
- students feeling safe both inside and outside of lessons;
- a high standard of learning;
- creation of opportunities for achievement and praise;
- fair and consistent use of the rewards system;
- fair and reasonable use of consequences;
- involvement of parents/carers with regard to both rewards and consequences.

We operate a fair and consistent behaviour and reward system which is clearly communicated to all staff and students so that all members of our community understand why and how every minute of every lesson is valued and protected.

We expect our students to be active and engaged learners. Lessons are planned and delivered with the purpose of creating a focused and purposeful classroom environment, limiting passive learning and encouraging active and engaged learners.

We promote, model and expect respect for and from all. We are a welcoming and inclusive community. Courtesy, compassion and equality is at the heart of everything we do and we believe that acceptable behaviour must be demonstrated in all aspects of college life.

We are committed to:

- Promoting a culture of praise and encouragement in which all students can achieve
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Developing positive relationships with students to enable early intervention
- Developing an understanding that all behaviours have a consequence. We praise and reward good behaviour and challenge and address misbehaviour.
- Providing a safe environment free from disruption, bullying, any form of harassment, discrimination and violence
- Encouraging positive relationships with all stakeholders in the college community
- A shared approach which involves students and families in the implementation of the college's policy and associated procedures

The college acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs through a personalised and graduated response.

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To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the college aims to create a safe, orderly and calm environment in which positive mental health and wellbeing are promoted. The college also strives to model and promote resilience as part of a whole college approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop students' knowledge about health and wellbeing
- Community engagement – the college proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for students' health and wellbeing

Where vulnerable students or groups are identified, provision will be made to support them.

Legal framework

The Principal acts in accordance with the current statement of behaviour principles (as published on the college's website) made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the college.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation'

This policy operates in conjunction with the following college policies, procedures and the student code of conduct:

- Student Code of Conduct (see appendix 1)
- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Anti-bullying Policy and Anti-cyberbullying Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Exclusions Policy
- Drugs and substance abuse policy



Roles and responsibilities

The Governing Body have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Promoting a whole-college culture where calmness, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the Complaints policy

The Principal is responsible for:

- The monitoring and implementation of this policy and of the behaviour for learning procedures at the college. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour
- Establishing and modelling the standard of behaviour expected by students at the college
- Determining the college rules and any disciplinary consequences for breaking the rules
- The day-to-day implementation of this policy
- Publishing this policy and making it available to staff, parents/carers and students at least once a year
- Reporting to the local governance committee on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour

The SENDCo is responsible for:

- Collaborating with the Governing Body and Principal to determine the strategic development of behaviour and provisions in the college
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support students with SEND, in line with the college's Special Educational Needs and Disabilities (SEND) Policy
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support

Teaching staff are responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents/carers, the SENDCo and, where appropriate, the students themselves
- Aiming to teach all students the full curriculum regardless of their prior attainment
- Planning lessons to address potential areas of difficulty/gaps in learning to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum
- Being responsible and accountable for the progress and development of the students in their class

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy
- Supporting students in adhering to this policy
- Promoting a supportive, inclusive and high-quality learning environment
- Modelling high levels of behaviour
- Being aware of the signs of behavioural difficulties
- Setting high expectations for every student
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs
- Keeping the relevant members of staff up-to-date with any changes in behaviour, including Directors of Learning, SENDCo and the Principal

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- As authorised by the Principal, challenging students who display levels of behaviour that do not meet the student code of conduct. This responsibility includes the power to challenge students even when they are not in college or in the charge of a member of staff.

All staff receive regular training, development and support and attend regular training sessions regarding, but not limited to, student behaviour.

Students are responsible for:

- Their own behaviour both inside college and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/Carers are responsible for:

- Supporting their child in adhering to the Student Code of Conduct
- Working in partnership with the college, reinforcing the behaviour policy at home
- Informing the college of any changes in circumstances which may affect their child's behaviour
- Ensuring they comply with their legal obligation of making sure their child regularly attends school

Definitions

For the purposes of this policy, the college defines “serious unacceptable behaviour” as any behaviour, persistent or otherwise, which may cause harm to oneself or others, damage the reputation of the college within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages and/or recording images in order to intimidate, threaten, or cause offence or harm by its nature.
- Possession of banned / prohibited / illegal items, substances, or drug related paraphernalia
- Truancy and leaving college site without permission
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggressive behaviour
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

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For the purposes of this policy, the college defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at college without homework
- Use of mobile phones, smart watches and/or ear pods
- Vandalism/graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity or frequency of the behaviour.

Managing behaviour and prevention strategies

Expectations

The college wants all students to feel safe, comfortable and confident to take responsibility for their learning. To achieve this, we expect all students to be active and engaged learners, treat everybody with respect and demonstrate exceptional behaviour at all times.

All students and parents/carers sign a Statement of Partnership which details the commitments of the college, the student, and the parent/carer in supporting high expectations of behaviour, safety and personal growth of all students.

Positive adult-student relationships

Positive relationships between all adults and students in the college is key to combating unacceptable behaviour. The college focuses heavily on forming these relationships to allow teachers to understand their students and create a strong foundation from which behavioural change can take place. This includes a clear approach around the application of Trauma Perceived Practice (TPP) and an understanding of the use of appropriate adult behaviours to model and promote positive relationships with students.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. Alongside TPP approaches, this includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a student's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the student and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don't return to your seat, I won't help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

In line with the college's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent students from committing an offence, hurting/injuring



themselves or others, or damaging college property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Other forms of intervention

The college will access a wider range of strategies that are immediately available to it. This can include support from specialist professionals, such as the school's Inclusion Partner or Educational Psychologist, or more targeted strategies designed to provide a more bespoke approach to preventing undesirable or unacceptable behaviour. An assessment of needs will be undertaken by relevant senior staff and the SENDCo in order to implement an appropriate form of targeted intervention.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. After an initial incident of negative behaviour, the following steps are implemented:


Everyone in school has a right				3 Cs – Chance, Choice, Consequence Ps – for Positive Recognition		
<ul style="list-style-type: none"> To teach and learn To be treated respectfully To feel safe and secure 						
	Student Behaviour	Staff Action	Restorative Behaviour		Student Behaviour	Staff Action
C1 Chance	I am not meeting the teacher's expectations.	A second warning is given which leads to a Choices Level 1.	Listen to warnings, focus upon the work.	Positive Recognition of Motivated Learning	I have shown engagement in my learning beyond basic expectations through my work, my answers and my questions. I am dedicated to my academic progress.	Congratulate the student and award a Positive Recognition on CC. (Approx. 3 students per lesson)
C2 Choice	My behaviour has not improved and I am still not meeting expectations.	The student moves to Choices Level 2.	Focus fully in class to prevent escalation.			
C3 Consequence	I have been disruptive throughout my lesson, despite several chances to improve.	The student is removed and the member of staff inputs the C3 information into CC.	During detention, the student and teacher discuss the impacts of the behaviour.		I have demonstrated a consistently motivated attitude this week and this has been recognised on 5 or more occasions.	Congratulate the student – a postcard celebrating their attitude will be sent home.

Figure 1 - 3 C System Explained

Chance: the student will be reminded that the behaviour they have demonstrated is not acceptable.

Choice: if the student continues to behave unacceptably, the adult will have a conversation with the young person and ask them to stop and reflect on their behaviour.

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The conversation between teacher and student at the C2 level is crucial as we want the students to remain in lessons so that their learning is maximised.

Consequence: If there is no change in the student's behaviour, and their behaviour for learning warrants a C3 in order for the lesson to continue, then this must be the consequence. The student will be removed from the classroom and complete their work in an alternative learning environment and an after-school detention will be issued.

Reparation meetings between staff and students take place during the detention to discuss the behaviour which led to the C3 being awarded; this is to prevent the behaviour being repeated. During reparation, the teacher will set any work missed.

Students must not leave classrooms unless given permission.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the college's rules and routines.

College day expectations

The expectations of outstanding behaviour stretch further than just in the classroom and it is important that a consistent level of behaviour is maintained throughout the college day in all areas of the college. Some of our basic 'out of classroom' expectations include:

- Students must follow all adults' reasonable instructions
- Students must not run in the corridors – students' transitions around college must be calm and orderly
- Students must only eat in designated areas
- Students are allowed only in their designated areas during lunch and breaktimes, i.e., the areas of the field or playground designated for their year group
- Students must listen to and follow Prefects instructions
 - being a Prefect is a privilege bestowed upon the most reliable and trustworthy Year 11/10 students. Prefects are role models and promote good behaviour around the college and support the day to day running of the college.
- Students must not playfight or display physical behaviour that may cause risk of harm to themselves or others
- Do not litter, graffiti or vandalise the college site or any college equipment
- Students must stay in the designated boundaries of the college site

Mobile phones/Smart watches

Allowing access to mobile phones/Smartwatches in college introduces complexity and risks, including distraction, disruption and child on child issues.

Students are not permitted to use their mobile phone at all during the college day, even out of lessons. Mobile phones must be kept switched off and out of sight at all times.

Students are not permitted to wear a 'Smartwatch' of any kind to college.

Uniform

All students must wear the correct uniform at all times. This includes:

- College blazers with a college crest badge
 - to be worn at all times unless permission is given to remove it
 - no other badges are to be worn unless awarded or approved by the college

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- College trousers
 - Black, smart, tailored, plain trousers of waist height and ankle length
 - not leggings, jeggings, jeans or skinny fit
- Skirts
 - grey, smart, pleated of knee length
 - no split or tiered skirts
 - not tight, no stretchy fabric/lycra
- College shirt
 - plain white, long sleeved, shirt, with a collar suitable for a tie, with a closable top button)
 - shirt should be tucked in and top button done up
 - short sleeved shirts (with a collar) can be worn in the summer
 - no fitted shirts or blouses.
- Black socks/tights
 - Boys - Plain black socks (not sports socks)
 - Girls – plain black below knee length or ankle socks; plain black/sheer tights (not patterned)
- Tie
 - Compulsory - must be worn smartly, with the top button of the shirt done up and a length that stretches below a buttoned blazer.
- Shoes (plain, flat, black leather (or faux leather) shoes of a formal and traditional style. No boots, trainers/sports shoes, canvas shoes or other footwear such as Vans/Converse/Plimsolls or similar)

Please see the college's Dressing for Excellence leaflet/uniform policy for full details.

If a student arrives for college without the correct uniform, parents/carers will be contacted that day to ascertain reasons why the student is not wearing the correct uniform. The incorrect uniform will be logged on ClassCharts as well as a behaviour point under 'Uniform'

Students can report to the pastoral office before morning registration to seek assistance with incorrect uniform and where possible, some uniform can be borrowed by the student. 'Uniform' behaviour points will still be allocated.

If there are uniform issues three times in a week, parent/carers are contacted to discuss the issues and to offer guidance and support where appropriate.

If a student attends college 3 times in a week in incorrect uniform, the student will receive a Routines detention.

Equipment

All students are expected to arrive in college with the correct equipment and be prepared to learn. At the beginning of the academic year the students are provided with a College planner which includes a list of the basic equipment and it is their responsibility to ensure they come to college fully equipped to learn. They should have:

- College Planner
- Pen
- Pencil
- Ruler
- Highlighter
- Rubber
- Calculator (scientific)
- Reading book



Equipment checks are conducted regularly during form time and if a student does not have the necessary equipment then a behaviour point is entered onto ClassCharts by the Form Tutor under 'Equipment'; if this occurs 3 times in a week then the student will receive a Routines detention.

Punctuality

Punctuality is vital if students are to make use of every minute of every lesson.

- If a student is late for class, the teacher must mark this on the register using an L code
- The teacher will also enter a behaviour point on ClassCharts.
- If this occurs 3 times in a week then the student will receive a Routines detention (3.30 pm - 4.00pm).
- If a student is late to college, they will have a detention that day at lunchtime; a late mark will also be marked on ClassCharts. This late mark will still contribute to a potential after college detention for 3 lates in a week.

If there is regular lateness to college, the Pastoral Team will contact home. Ultimately, this may lead to a warning letter, formal parental meeting or Fixed Penalty Notice as it may be unauthorised absence.

Praise and rewards

We strive to provide a caring environment where individuals develop their full potential and recognise that praise is key to making students feel valued, ensuring that their work and efforts are celebrated.

When giving praise, teachers must ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, not quantity of work produced
- Resilience and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised.
- The praise given is always sincere.

Whilst it is important to receive praise from teachers, the college understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

The aims of the reward system are to:

- Reinforce the ethos and culture of the college by developing shared values and encouraging positive patterns of behaviour.
- Provide positive reinforcement and incentives to all students.
- Develop students' intrinsic motivation to learn.
- Help to improve students' attendance and punctuality, attitude to learning and achievement.
- Reward students who do the right thing in college every single day
- Provide a cohesive and consistent system applied throughout the college
- The use of ClassCharts maintains good communication between home and college in regards to a student's behaviour.

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As with praise, the college understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the college recognises that they need to be:

- **Immediate** - immediately rewarded following good behaviour.
- **Consistent** - consistently rewarded to maintain the behaviour.
- **Achievable** - keeping rewards achievable to maintain attention and motivation.
- **Fair** - making sure all students are fairly rewarded.

Achievement Points are awarded to students for good work, good behaviour, or any other reason at the discretion of staff in college. These are accrued and students are rewarded with badges and certificates when they reach certain levels. For example (subject to change)

Blue	50/100
Green	200
Red	300
Yellow	400
Principal's award	500

Upon achieving each of these awards, the students will be rewarded with a prize, of which a selection can be viewed in the Achievement & Rewards Display Cabinet (Manning Building). During key points in the year, special awards are given to students who go above and beyond. Alongside our annual Shining Stars assembly and Presentation evening, our social media accounts are used to promote rewards and competitions.

Achievement Points are one of the criteria used to help the collect select our prefects.

In Year 11, achievement points also form part of our Passport to Prom. Students must have a positive point score in order to attend the Prom at the end of year 11. Subject teachers organising revision classes give students an 'attended revision' point on ClassCharts for each revision session attended. Improvement in average ATL score will also help secure a passport to prom.

Positive Recognition (PR)

If a student 'goes above and beyond' in a lesson, then the teacher can award them a 'Positive Recognition'. This is given when students work particularly hard, produce exceptionally good work or when the student behaves in a truly exemplary fashion. The aim is for staff to award 2-3 PRs per lesson. If a student receives 3 PRs in a week, then a letter / postcard is sent home to parents/carers to congratulate the student on their efforts for the week. A single PR also awards the student 3 achievement points.

Service to the College

Students who give up their time or energy for the benefit of the college community as a whole will be eligible for a "Service to the College" certificate which will be issued by the Head of Department, Raising Standards Leaders (RSL), Pastoral lead or SLT. They have a value of 5 achievement points. Students can also receive "Pride in college" achievement points for taking pride in the college, for instance, assisting with litter picks.

Improvements in behaviour and conduct

At least one student who has noticeably improved their attitude to work, attendance or increased their achievement points significantly will be rewarded.

KAIZEN Courage

Kaizen is an approach that underlies how students can learn how to strive. Kaizen proports of process to create *continuous improvement* based on the idea that small positive changes can reap significant improvements once they are sustained.



Typically, it is based on cooperation and commitment to the “common good” and champions the mindset that deep-rooted, destructive behaviours can be radically changed or fixed. It is designed to challenge the quick-fix mentality of some students and ensure those who do demonstrate sustained change in both attitude and behaviour are sufficiently acknowledged and rewarded.

The college encourages all students through clear and consistent communication that the most impactful learning and development comes through taking personal responsibility for making the first small steps towards great achievements.

Consequences for unacceptable behaviour

This section outlines the college’s strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using consequences effectively and appropriately to improve students’ behaviour in the future.

After any reported incident of negative behaviour, the following procedures are followed:

- The student is referred to the appropriate year group pastoral lead, director of achievement and behaviour, or, in their absence, the most senior member of staff
- The pastoral lead, director of achievement and behaviour, or other delegated colleague, investigates the incident and decides whether it constitutes unacceptable behaviour
- If the Pastoral Lead or Director of Achievement and Behaviour deems the incident to be unacceptable behaviour, they will record the incident on ClassCharts. The recorded behaviour will form part of the chronology of behavioural events on the student’s permanent record.
- Where deemed necessary, the pastoral lead, or delegated colleague, will inform the student’s parent/carer and invite them to discuss the incident.
- At any stage, consultation with senior members of staff may take place to consider the nature of the behaviour reported. Although the reported unacceptable behaviour does not necessarily mean a student has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, mental health issues, or other factors that may be contributing to the student’s behaviour.
- Consultation with senior members of staff will take place if the reported behaviour is serious enough to warrant a suspension in which case the matter is referred to the Principal.

All instances of unacceptable behaviour are taken seriously and dealt with immediately. The pastoral team will keep a record of all reported incidents and any imposed consequences for each both electronically and on the student’s school record. Witness statements, confessions and/or denials and any letters regarding sanctions will be kept on the student’s school record.

After college detention

The college will not accept disruptive behaviour either in lessons or around the college site, or any other unacceptable behaviour. Any student, whose behaviour has a negative impact within college, will be issued, with an after-college detention. When issuing an after-college detention, members of staff will ensure that they do so reasonably, within the given circumstances, and will consider any additional needs of the student. The college will make it clear to parents/carers and students that negative behaviour requires reflection. This reflection may take place both during and outside of school hours. Parental consent is not required, however the college will always make its best endeavours to notify parents/carers in advance.

Staff issuing a detention will endeavour to meet with the student before the next timetabled lesson. The purpose of this is to discuss what triggers led to the behaviour being displayed, and agree strategies, based upon the student’s own reflections, to avoid a repeat.

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After-college detentions are held on Tuesday, Wednesday and Friday of each week, and supervised by teaching staff and members of the leadership team (subject to change).

Examples of behaviours that may require an after-school detention include, but are not limited to, the following:

- If a student is late to college/lessons three times in a week
- If a student's phone is not switched off and out of sight 3 times in a week
- Persistent incorrect uniform
- If a student receives a C3 in a lesson
- If a student uses inappropriate/disrespectful/foul or abusive language in college
- If a student's behaviour is deemed inappropriate, boisterous, anti-social, dangerous, emotionally harmful or distressing to others, including child-on-child abuse
- Inappropriate use of college's technology, internet, mobile phone/smart watch, personal technology, social media

Inclusion room – Gillingham Learning Centre (GLC)

A student may be referred to the college's GLC inclusion room if they are failing to meet or persistently breach the college's expectations. Staff members will ensure that all circumstances and any additional needs that a student may have will be considered.

When students spend time in GLC, they will receive support in their learning, be reminded of the standards we expect and ask them to reflect and 'reset' their behaviour for learning before returning to the main timetable. Students, whilst reflecting on their choices, try to ensure that this behaviour is not repeated. Students may be placed in the GLC for any number of reasons and the length of stay remains at the discretion of the Senior Leadership Team (SLT):

- Playfighting/inappropriate, boisterous, anti-social, dangerous, emotionally harmful or distressing to others, including child-on-child abuse
- Fighting
- Smoking
- Failing to attend detention/receiving consecutive detentions
- Serious misconduct
- Being disrespectful to adults or peers
- Rudeness
- Failure to follow reasonable instructions
- Inappropriate/disrespectful/foul or abusive language in college
- Disruptive behaviour
- Truancy
- Inappropriate use of college's technology, internet, mobile phone/smart watch, personal technology, social media

Whilst in GLC, the students follow a bespoke timetable which focuses upon the core subjects of, English, maths, science and RE while there is also scheduled time for option subjects. The students work in silence at their designated desks and follow the instructions of the members of staff in the room. Students spending time in GLC have an extended college day and are sent home 30 or 60 minutes after the rest of the college, depending on the reason for completing the consequence. All students are expected to attend GLC in full uniform.

Where there is a failure to meet the standards expected of the GLC inclusion room provision, there will be an escalation that will consider a partner school inclusion or suspension.

Partner school inclusion/Directed off-site provision

When a further escalation of consequences or high-level consequence is required a student may be expected to complete a day, or multiple days, in the inclusion room of another school, which may be considered appropriate for a student to avoid suspension



During a student's time at an offsite provision, the college will ensure the students' health and safety is not compromised, and that any additional requirements, such as SEND needs, are met. Students will be fully supervised and provided with opportunities to reflect upon the triggers that led to the behaviour requiring this form of intervention. Students will attend the partner school inclusion placement in our college's full uniform.

Examples of behaviours that may require a student to attend a partner school inclusion placement include, but are not limited to, the following:

- Refusal to attend GLC/unacceptable behaviour in GLC/failure to complete GLC
- Failure to follow reasonable instructions
- Truancy from a lesson/part lesson or organised event
- Dangerous behaviour/fighting/physical aggression/assault
- Misconduct, anti-social, dangerous, emotionally harmful or distressing to others, including bullying and child-on-child abuse
- Bullying/cyber bullying, including unacceptable use of social media
- Verbal, threatening or intimidating behaviour, persistent inappropriate/disrespectful/foul or abusive language in college
- Sexist, racist, homophobic or any discriminatory remarks/comments
- Inappropriate sexual behaviour/sexual assault/harassment
- Inciting unruly behaviour
- Persistent breaches of the Behaviour for Learning Policy
- Defiance towards a member of staff, or refusing the authority of the college
- Inappropriate use of college's technology, internet, mobile phone/smart watch, personal technology, social media
- Theft from the college or staff
- Tampering with fire safety equipment
- Deliberate damage to college property
- Disruption of mock and formal examinations
- Smoking on site, outside college gates, or in uniform (including e-cigarettes or vapes)
- Possession of banned/prohibited/illegal items or substances
- Use or threat of use of an offensive weapon or prohibited item
- Bringing the college into disrepute

Suspension/permanent exclusion

It is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the college. When a student's behaviour warrants a high-level consequence is required, a suspension is part of a functioning system that creates a calm, safe, and supportive environment in which students can learn and thrive. A suspension or a permanent exclusion is at the discretion of the Principal as only the headteacher/principal of a school can suspend or permanently exclude a pupil on disciplinary grounds. Suspension and permanent exclusions are a very serious consequence and remains on the college record of the student.

A student's behaviour inside and outside school can be considered grounds for a suspension or permanent exclusion. The principal will consider all information available at the time to ensure any decision is reasonable, fair and proportionate. When establishing the facts in relation to a suspension or permanent exclusion the Principal will apply the civil standard of proof, ie, on the balance of probabilities' it is more likely than not that a fact is true. This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen. The Principal will take the students views into account and will consider them in light of their age and understanding (unless it would not be appropriate to do so).

St Benedict's Catholic College Behaviour for learning policy



Examples of behaviours that may result in a student being suspended or fixed term excluded include, but are not limited to, the following:

- Refusal to attend GLC/unacceptable behaviour in GLC/failure to complete GLC
- Extreme/persistent defiance, rudeness or failure to follow reasonable instructions or refusing the authority of the school
- Verbal, threatening or intimidating behaviour, serious/persistent inappropriate/disrespectful/foul or abusive language in college
- Serious/persistent misconduct, dangerous behaviour/fighting/physical aggression/assault anti-social, emotionally harmful or distressing to others, including bullying/cyber bullying/unacceptable use of social media and child-on-child abuse
- Serious/persistent inappropriate use of college's technology, internet, mobile phone/smart watch, personal technology, social media
- Persistent breaches of the Behaviour for Learning Policy
- Misconduct of a sexual nature/inappropriate sexual behaviour/sexual assault/harassment
- Discrimination or prejudice of any kind
- Persistent truancy from a lesson/part lesson or organised event
- Theft, blackmail or physical violence
- Inciting unruly behaviour
- Deliberate damage to property or the college site
- Disruption of mock and formal examinations
- Tampering with Fire safety equipment
- Smoking on site, outside school gates, or in uniform (including e-cigarettes or vapes)
- Substance use or supply/possession of banned/prohibited/illegal items or substances
- Use or threat of use of an offensive weapon or prohibited item
- Bringing the college into disrepute

Removal of a student from the college

Such steps will only be taken as a last resort and when all other solutions have been tried. This may be through a Managed Move, Positive Referral or where necessary, Permanent Exclusion.

The procedures in relation to suspensions and exclusions are outlined in the college's Suspension and Exclusion Policy where a student is:

- in serious breach, or persistent breaches of the college's behaviour policy and where allowing the student to remain in college would seriously harm the education or the welfare of the students or staff in the college.

Sexual abuse and discrimination

The college prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying, sexual violence and child on child abuse. The read the college's Child protection policy in conjunction with this policy.

The college will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.



Use of mobile phones/smart watches

If a mobile phone/smart watch is visible on-site during college hours, it will be confiscated by a member of staff and handed to the pastoral team for safekeeping. The phone may be collected by the student at the end of the school day. If a student's phone is confiscated three times or more in a week the phone will not be returned to the student, instead the parents/carers will be required to collect the phone from the college site.

If a student refuses to respond to the instructions of staff and hand their phone/smart watch in, the matter will be referred to the pastoral team and appropriate consequences will be set according to the individual circumstances.

Smoking, vaping and controlled substances

The college will follow the procedures outlined in its Drugs and Substance Abuse Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, the college is a smoke-free environment. Parents/carers, visitors, staff and students are instructed not to smoke on college grounds. Students are not permitted to bring smoking materials or nicotine products to college. This includes any electronic-based devices (better known as vapes).

The college has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the college will follow the procedures outlined in the Drugs Policy and Safeguarding and Child Protection Policy.

Prohibited items, searching students and confiscation

Only the Principal, or a member of staff authorised by the Principal, can carry out a search. The Principal can authorise members of staff to search for specific items, or all items that are inappropriate or illegal for a child to have in their possession, for example, but not limited to, alcohol, weapons or vaping/smoking paraphernalia.

- Alcohol
- Smoking paraphernalia, ie, cigarettes/tobacco/lighter/vaping (including electronic-based nicotine devices)
- Lighter
- Drugs
- Weapons (including knives and blades)

Behaviour off college premises

Students at the college must agree to represent the college in a positive manner and must not bring the college into disrepute. The guidance laid out in this policy applies both inside college and out in the wider community, particularly if the student is dressed in school uniform.

Monitoring and review

This policy will be reviewed by the Principal on an annual basis; they will make any necessary changes and communicate these to all members of staff.



APPENDIX 1 - Student Code of Conduct

College Rules:

Everyone in school has a right

- To teach and learn
- To be treated respectfully
- To feel safe and secure

PUNCTUALITY – MAKE USE OF EVERY MINUTE OF EVERY LESSON

- On time to college - On time to lessons
- Equipped to learn in every subject – College planner, pen, pencil, ruler, highlighter, eraser, (scientific) calculator, reading book, text books, homework
- Correct, complete and well-presented uniform - blazers on, shirts tucked in, ties worn
- Line up calmly and silently outside the classroom
- Staff will meet and greet students, checking students' uniform and that they are ready to engage with learning
- Enter the classroom quietly and calmly under the teacher's direction
- Go straight to your allocated seat, equipment out in readiness to learn
- Listen to your teacher
- Actively engage with your learning
- Have a positive, 'can do' attitude
- Work right through every lesson – only stop working when you have been instructed to do so
- Do not leave the classroom unless you have permission to do so
- At the end of the lesson remain seated until told to leave the room – uniform check and leave in an orderly and controlled manner

RESPECTFUL AND SAFE

- Politeness and courtesy to everyone you encounter: use kind and appropriate verbal and body language
- Corridor movement is quiet, calm and orderly – stay left in corridors and stairwells
- Respect the speaker - don't talk over one another
- Listen to one another and others' opinions/ideas
- Good manners - hold doors open; be aware of others; everyone is a role model
- People are valued, not belittled; no derogatory, discriminatory or inflammatory language or behaviour
- Respect equipment/spaces/environment - tidiness; no litter
- Use equipment/furniture correctly in a manner that will not cause harm
- Communicate maturely, sensibly and professionally: body; voice; email; online.
- Understand and promote everyone deserves a disruption free learning environment
- Open and active consideration of others
- Actively and consciously follow and uphold the college's behaviour rules consistently – these keep you and everyone safe