



Saint Benedict
A Catholic Voluntary Academy

Behaviour for Learning Policy

Date of Policy	January 2018
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Date approved by Governors	January 2018
Review date	January 2019

Our Mission:

*We will build up a loving community with Christ at its centre:
develop potential to the full and strive for excellence:
work and play in harmony:
and treat each other with dignity and justice.*

We aim to ensure teachers and pupils can enjoy learning well together and that all members of our community can feel safe in and around the Academy. Pupils will be taught to take responsibility for their own actions and to accept the consequences of their choices. In order to be 'the best that they can be', ultimately we aspire to our young people becoming independent, self-disciplined, self-regulating learners.

Praising children and recognising and rewarding pupils' positive behaviour are the most effective way of ensuring all children feel valued and enjoy their learning. We will strive to ensure the right balance of reward and sanction to achieve this end. As such all teachers and support staff will use support and encouragement far more regularly as part of our behaviour management system than they will sanctions.

1 Corinthians 13

'Love is always patient and kind; it is never jealous; love is never boastful or conceited; it is never rude or selfish; it does not take offence, and is not resentful. Love takes no pleasure in other people's sins but delights in the truth; it is always ready to excuse, to trust, to hope, and to endure whatever comes.'

Around School Expectations

When moving around the school, these are our expectations for students. Staff will work with students to ensure that they meet them, and will issue sanctions when they do not.

1. No contact. Respect each other's personal space.
2. No running, except in areas where you are allowed to play football.
3. Don't shout. Speak calmly. Use please and thank you.
4. Follow instructions first time, without questioning.
5. When an adult greets you, respond politely. Say good morning or good afternoon. Address Adults as Miss or Sir. Use their surname if you know it.
6. Face the adult that is talking to you. Maintain eye contact. Stand still and straight.
7. Listen politely. Don't interrupt. Think about your facial expressions. Don't roll your eyes or kiss your teeth.

1 Timothy 4:12

Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, you love, faith and purity.

8. Respond to questions truthfully. Don't shrug or say 'dunno.'
9. Put your litter in a bin. Look after the environment.
10. Walk briskly to lessons. Don't stand and chat. Hold the door open for people around you.

Expectation Cards

Each half-term students will be issued with the Saint Benedict expectation card which they must have on them at all times. If a pupil is seen to be failing to meet our expectations outside of lessons then the member of staff should enter a strike on their card (See Appendix 6) including reason, date and initials. Should this be the students 3rd strike in the half term the teacher should confiscate the card and hand it in to campus support, the student should go to campus support for a new card. The student will then receive a lunch time detention with their Director of House. Students who complete the half-term with a clean card will be awarded three credits.

In Class Expectations

*These are our expectations of staff and pupils in lessons. This is known as our **Manifesto for Learning** and is displayed in every classroom as well as being available in the student planner.*

- Teachers enable pupils to learn by:
 - planning varied and creative lessons
 - setting challenging targets
 - giving regular positive and constructive feedback to pupils
 - listening to everyone
 - speaking respectfully
 - giving every student equal opportunities
 - preparing pupils for examinations and tests
 - supporting pupils as they make important decisions about their life.

- To ensure we are effective learners, we as pupils will:
 - respect ourselves and all others in the Academy
 - be good listeners and follow instructions
 - arrive at school and lessons on time ready to work with a positive attitude
 - create challenging personal targets and work hard to achieve them
 - bring the correct equipment to every lesson
 - comply with the Academy's uniform code
 - contribute to the life and community of the Academy.

Exclusion

Only the Head, or the Deputy Headteacher in the absence of the Head, may exclude a pupil from the Academy. In all but exceptional circumstances, exclusion will usually only be used as a last resort when a wide range of other strategies have been tried and have failed. The DfE Guidance on Exclusion from Schools and Pupil Referral Units and other relevant Academy policy documents will be followed.

Physical Restraint

Physical intervention in dealing with extremely challenging behaviour will only be used as a last resort and when all other strategies have failed. It will be used when failure to do so would cause immediate danger to self or others. Parents will always be informed if this has been needed to successfully manage a crisis.

Parents

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Parents are expected to support their children by assisting Academy staff to implement the policy. Parents will receive feedback on the behaviour performance of their children.

Allegations of Abuse Against Staff

All allegations against staff will be treated seriously and other agencies involved as appropriate. In line with the Academy's safeguarding children policy, all concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Head. Complaints about the Head should be reported to the Chair of Governors. Investigations will take place according to the Academy's disciplinary protocols will be followed. False allegations against staff will be treated as malicious and considered as attracting a serious disciplinary action at the Head's discretion.

CCTV and Photographs of Pupils

Formal photographs of all pupils will be taken for the Academy record. These will be used by Academy staff for identification purposes only and, save where required by law, will not be divulged to a third party without parental permission. The Academy operates a Closed Circuit Television system in the buildings and around its grounds, including the public footpath, to prevent crime, monitor and deal with behaviour issues and help secure the safety of children and staff.

Images from CCTV and formal photographs may be used by the Academy to identify pupils and staff in connection with the above, but will not be passed to or viewed by a third party who is not an employee without the permission of the parent or the person themselves if a post 16 student or member of staff. The only exception to this is the police in connection with their role as officers of the law, and this is covered by regulation. The use of images by the Academy and/or the police for the purposes noted above may also be applied to a pupil's journey to and from the Academy.

Confiscated Items

Any item which is confiscated by a member of staff will be handed into the opportunity room, held securely and may be returned at the end of the day. If this is the second time the student has had an item confiscated, it will be kept for three school days and may be collected at the end of the third school day. If a student has an item confiscated for a third time, the item will be kept securely in the opportunity room until a parent or carer can come to the Academy to collect it. Subsequent confiscations may result in more serious sanctions depending on individual circumstances. Items which are most commonly confiscated are Mobile Phones, Hooded Tops and other items of clothing or jewellery which are not permitted in the Academy.

Alternative Education Provision

The Head reserves the right to direct any student to be educated at an alternative education provider which the Academy works in partnership with, or the Damascus Centre, the Academy's onsite alternative education provision. The length of time of any placement and the decision as to whether the placement is full or part time will be at the Head's discretion. Some examples of reasons for such a referral may be:

- Repeated breaches of the Academy's Behaviour for Learning Policy
- Causing considerable disruption to the learning of others
- Behaving in a way which is threatening or aggressive towards other pupils and/or staff or putting other pupils and /or staff at risk
- Repeatedly refusing to comply with the Academy policy or with the reasonable requests of staff

This list is not exhaustive and there may be other reasons for such referrals.

Existing partner providers include the following:

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- Derby Pride Academy
- The Kingsmead School, Derby
- Skill build
- Inclusion Units based at other Derby schools

Use of Sanctions

The Academy reserve the right to apply sanctions as required and an appropriate level of sanction will be decided on by relevant staff depending on the individual circumstances. The Academy use a range of sanctions, from short lunchtime detentions, to after school department detentions and Senior Staff detention. There are specific sanctions for certain situations which are outlined in other policies available on the Academy website but an exhaustive list is not appropriate as the circumstances change for individual cases. In the event of your child being issued with a detention which takes place outside of school hours, you will be notified in writing and/or by phone call or text message.

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Section for staff:

Saint Benedict Classroom Management
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Supporting one another through a consistent approach to classroom management

Feedback from staff, pupils and analysis of data on the Academy's behaviour management system shows overwhelmingly that consistency among all staff and a positive approach with pupils are two key factors in ensuring a positive learning environment.

1. **At the beginning of every lesson the teacher will 'meet and greet' pupils on the door** as they arrive for the lesson, checking and correcting uniform as pupils enter the classroom and making sure pupils are not lingering on corridors. When a teacher has to change classroom which may lead to them being delayed the pupils will be expected to line up in single file outside the classroom until the teacher arrives. Pupils should stand-up behind their chairs, remove outdoor clothes and get out all of their necessary equipment including the planner. Pupils should sit down when invited to by the teacher.
2. **At the end of the lesson the teacher should again dismiss the class in an orderly fashion.** Students should pack away and stand behind their chairs in silence awaiting dismissal. Staff should check uniform as the pupils leave and ensure they follow any one way system in place.
3. **All classes must have a seating plan** which should be established at the beginning of the year.
4. **The Academy 'Manifesto for Learning' should be displayed** in every classroom and be referred to when required
5. **Be positive and use reward systems** – give students credits when they produce an exceptional piece of work, response or behaviour. Aim to award 2-5 credits a lesson, this is done by initialling the next available box on the credit page in a pupil's planner. At the end of the lesson look to enter positives for all pupils who have met your expectations.
6. **Where pupils do not meet expectations the consequence of their actions should be made clear** to them, this includes the use of the Academy's Chance, Change, Consequence or **C-system (see appendix 1)**. Be specific and clear in giving instructions and make sure you have the full attention of the student you are speaking to even if this takes a little longer to achieve.
7. **Ensure all pupils in the class are listening to you before you address the class.** Do not speak over them and do not allow them to call out. This may lead to some delays at first but it is essential that pupils know teachers will not continue until all the class are listening. Make it clear to the group that any slow to listen are merely stopping others from learning and use the power of the peer group.
8. **Tutors and Teachers – please ensure pupils have the correct equipment in the Academy** and that they bring bags and planners to school. Equipment is now available to buy from the house offices during every tutor period – regular equipment checks will ensure all pupils have the basic equipment they need and pupils can be sent to buy more if they have none. Those who regularly have none and no means to purchase more should be reported to the house team.

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Additional Guidance for Staff

All staff ensure that opportunities are taken to make clear and reinforce the Academy's expectations. Pupils' successes are celebrated and positive behaviour and work rewarded following the Academy's Reward System.

All staff take responsibility for the behaviour and appearance of pupils both in lesson and around the Academy. When in the classroom at the start and end of lessons, teachers should take responsibility for the space immediately outside their classroom ensuring that pupils are arriving to lessons and departing in a calm and orderly manner. When moving between lessons, this means ensuring all pupils are wearing their uniform properly and are moving purposefully and punctually to their lessons.

It is important that all pupils receive the same clear consistent message from staff. In the classroom, a variety of procedures and strategies should be used before applying formal sanctions. These can range from a quiet word, redirecting a student to the work set, explaining the Academy's expectations and reminding pupils of the need for following rules and for focused effort. The list below includes some of the commonly used strategies although this is not comprehensive and will depend on meeting the needs of different pupils in different situations.

Strategies for classroom staff

- Planning astutely and setting challenging tasks
- Planning for the needs of all pupils in the room
- Sharing high expectations of both work and behaviour
- Use of praise
- Use of rewards
- Use of a seating plan
- Making expectations clear (set out in the Manifesto for learning)
- Speaking to the student(s) concerned quietly to redirect
- Movement within a classroom
- Movement to another classroom
- Short time spent outside the classroom to enable student to cool off and/or the opportunity for the teacher to have a quiet word
- Department detentions – break, lunch, after school.
- Request for on-call

Additional strategies for curriculum leaders

- Isolation from the class for a period of time
- Subject report

Additional strategies for House staff

- Behaviour report/Progress Ones
- Senior staff detention

Additional strategies for Leadership Team

- Internal exclusion/Isolation
- Fixed term exclusion
- Managed move to another school
- Damascus Centre
- Permanent exclusion

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Appendix 1 A

BEHAVIOUR: 3 Cs

Please would staff familiarise themselves with the C3 strategy, and endeavour to use the wording in italics below

<p>C1 (CHANCE)</p> <p><i>“This is your chance to improve. This is your first warning, a C1. I will not tolerate behaviour which limits learning. Stop it right now”.</i></p>	<p>C2 (CHOICE)</p> <p><i>“This is your second warning, a C2. You have chosen not to take the chance to improve, you are continuing to prevent others from learning. You are moving closer to On-call”</i></p>	<p>C3 (CONSEQUENCE)</p> <p><i>“Are you going to do as I say right now and for the rest of the lesson, or do I have to send for On-call?”</i></p>
<p>Normal Behaviour Strategies to be used for disruptive behaviour prior to</p> <ul style="list-style-type: none"> ☑ First formal warning given ☑ Name on the C1 side of the board ☑ Improvement = no further action 	<ul style="list-style-type: none"> • Second formal & final warning given • Name on C2 side of the board • If the issue ends here, teacher to record event on e-Portal (Events C2), before 3:15 pm • C2 subject detention issued • Office to send text message at 3.30 pm • House Achievement Manager (HAM) actions a 30 minute department detention letter. All staff to be able to access list on a short cut on desk top. • For department detention DOL and teacher/CPM to be present, and discussion held with DOL and teacher/CPM • If the department detention is not completed, subject teacher logs absence on desktop. HAM to send appropriate text to parents • Department report used for pupils who receive 3 x C2s in a half term • If a C2/C3 is given by a teacher on supply then the detention will need to be taken by the DOL of that department. 	<p>(IF FINAL WARNING IGNORED)</p> <ul style="list-style-type: none"> • “On-call” requested by phone or via On-call app • On call staff take pupil to Opportunities Room (pupil not to be returned to the same lesson) • Teacher to record event on e-Portal (Events C3) before 3:15 pm • HAM phone home by 3.30 pm or text sent home by Office Staff • HAM actions C3 Detention (SSD) letter for 1 hour • HAM contact parents of pupils who receive 3 x C3s in any one term for meeting with DoH or HAM. • On the occasion of the 4th C3 in that term, HAM to refer to DoH for an internal exclusion. • Further C3s – Head’s office to action further sanction

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APPENDIX 2**The Re – admission of Pupils Following a Fixed – Term Exclusion**

This process and procedures contribute to the commitment that this Academy has made to improving behaviour and reducing permanent exclusions.

All pupils will be interviewed on their return to the Academy following a fixed term exclusion.

Parents will be expected to attend with their son/daughter.

The meeting must take place in the morning of the “return to school date” stated in the Head’s exclusion letter.

A pupil interview will take place even if the parent does not attend. In such circumstances parents will be informed of the outcome of the meeting and their co – operation will be sought to monitor their child’s progress through the green monitoring report.

No pupil will return to the Academy and proceed straight to tutor time and lessons without an interview.

The purpose of the re – admission meeting is to put in place a mechanism for support that will assist the pupil to improve his/her behaviour.

The meeting will therefore address any outstanding issues, set targets for improvement, place the pupil on a green monitoring report and identify any additional support required.

APPENDIX 3**Procedures for the re- admission of pupils who have been subject of a fixed – term exclusion of 4 days or less**

Pupils and parents will report to Reception on their arrival in the Academy.

The Director of House with the House Achievement Manager will lead the meeting and agree the targets to effect an improvement in behaviour.

Pupils will initially be on report for one week following their return from an exclusion.

APPENDIX 4**Procedures for the re – admission of pupils who have been subject of a fixed – term exclusion of 5 days or an accumulation of 5 days or more in a term**

In addition to the procedure described in Appendix 3, an individual plan for support will be devised and the House and BEST teams will further monitor the effectiveness of the plan.

If the parent does not attend the meeting the “outcome” letter will be sent and a member of the House team will attempt to maintain contact with the parents.

APPENDIX 5**Arrangements for Isolation and Internal Exclusion****Opportunities Room**

The opportunities room is a sanction available for pupils who have been removed from lesson by on-call staff for a C3, or as an opportunity for time-out.

Referral for this is by on-call staff or Director of Learning following a C3 or by Director of House, Deputy Head and Head for any other reason.

Learning activities should be provided, preferably linked to the subject area from which the pupil has been removed from. If the student does not arrive at the opportunities room with relevant work supplied by their class teacher, relevant subject related work will be set using bank of materials/resources stored within the Opportunities Room.

Discussion opportunities will be provided by House staff during Tutor time the following day as part of the monitoring procedure set up for behaviour management and the C System. House staff are emailed each day with a list of pupils who have been given a C3 and will use this information to target a pupil for discussing/speaking to the following day regarding the incident.

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Opportunities Room staff will consult with On-Call Staff/House staff/Director of Learning or other referral staff, to decide on when the student should be returned to normal timetabled lessons for the rest of the day. A student will **not** be returned to the lesson that they have been removed from or to the same teacher, in the case of a double period.

The Opportunities room will operate under a no-talking policy. Work should be completed in silence and handed in at the end of the session. Non-compliance will lead to further sanctions.

Internal Exclusion:

Internal exclusion is a high level sanction and should be used for pupils who have been referred for this level of sanction by a Director of House, Deputy Headteacher and/or Head. It is an alternative to an external exclusion and pupils and parents/carers will be informed of this prior to the period of internal exclusion. Work is provided for pupils to work independently and where possibly they will complete work relevant to what they are missing whilst in the internal exclusion room. Department staff should be contacted with a request for suitable work. Alternative work may need to be supplied within the Internal Exclusion facility if work is unavailable. Work completed by the student will be kept in their file and a copy sent to relevant teaching staff that set the work.

A strict code of conduct will apply in internal exclusion. A copy of the code of conduct will be given to pupils at the start of the day which they will be required to sign this. Failure to comply with this will result in further actions including parental meetings and external exclusion. (See Code of Conduct below)

Internal exclusion is supervised by Internal Exclusion/Opportunities Room staff and behaviour support personnel. It will operate from 8.40 am – 3.00 pm, with lunch at 13.30- 13.45pm. This is supervised within the Opportunities Room. Pupils who have been given an internal exclusion are not given a break time.

Pupils will be brought to the internal exclusion room by a member of their House team – Director of House or House Achievement Manager or member of on call staff. On arrival the student will be given a copy of the code of conduct which they will be asked to sign. They will be asked what they want for lunch (cold lunch) which will be ordered and delivered to the room and payment made to the canteen. Pupils will be allowed to use the toilet at the discretion of the supervising staff. This will be arranged with On-Call or House support staff when available.

Behaviour Support

At the discretion of the Director of House and Senior Leadership a programme of behaviour support is available for those pupils who require additional intervention strategies to help pupils modify their behaviour. This is available through a variety of delivery methods including; 1-1 support in lessons, individual support meetings, small group work sessions.

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Code of Conduct



Code of Conduct for Internal Exclusion

Name Form.....

You have been placed in Internal Exclusion because your behaviour has been so poor that we have decided to remove you from lessons for a fixed period of time. This is a very serious consequence and will be recorded on your Academy file. Whilst in Internal Exclusion you will be expected to:

1. Complete all work to the best of your ability
2. Work independently without talking or disturbing others
3. No damage to property or graffiti
4. Hand back any equipment you have borrowed
5. Not leave the room unless permission is given by a member of supervising staff

You will be given the opportunity to order a cold lunch, if you are entitled to free school meals you will be provided with one. If you have followed this code of conduct, at the end of your fixed time in Internal Exclusion you will be allowed to re-join your lessons. If you do not follow this code of conduct further sanctions will follow.

I agree to this code of conduct

Signed.....

Date.....

Staff Signature.....

Date.....

**APPENDIX 6
Expectation Card**

Strike 1		Strike 2		Strike 3							
Uniform	Shirt			Uniform	Shirt			Uniform	Shirt		
	Tie				Tie				Tie		
	Skirt/Trousers				Skirt/Trousers				Skirt/Trousers		
	Accessories				Accessories				Accessories		
	Blazer/Coat				Blazer/Coat				Blazer/Coat		
Behaviour	Movement			Behaviour	Movement			Behaviour	Movement		
	Contact				Contact				Contact		
	Attitude				Attitude				Attitude		
	Language				Language				Language		
	Litter				Litter				Litter		
Date	Initial										

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