

St. Benedict's Catholic High School

BEHAVIOUR POLICY

Reviewed by	Senior Assistant Headteacher- Ms. S Caherty	
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1. Introduction

St Benedict's Catholic High School is dedicated to promoting a distinctive Christian ethos by upholding the teachings of the Catholic Church. We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of co-operation and always treat each other with courtesy and respect.

Our primary role is to educate children and we uphold the principle outlined in the Bishop's Conference of England and Wales (2000) that:

"Education is holy ... the process of teaching and learning is a holy act"

As with all policies in place at St Benedict's Catholic High School, the governors have given due consideration to the safeguarding of every child.

Behaviour is the way we act and respond to people and to situations we find ourselves in.

We recognise that all children need to belong, and our mission is to support our pupils to find their rightful place and participate fully in our community. When pupils misbehave, it indicates that they have a mistaken belief about how they can belong. We have a duty to help these pupils to belong in more appropriate ways. When pupils behave appropriately and are recognised for that, they are less likely to misbehave.

We aim to encourage positive behaviour in our pupils by recognising and reinforcing it and to discourage negative behaviour by the timely and consistent application of appropriate strategies and sanctions. We acknowledge the importance of a common ethos, sense of community, experience of inclusion, feeling of security, as well as aspiration and a sense of achievement in reaching our goals.

Insistence on “good” compliant behaviour is neither “oppressive” nor controlling. Self-restraint and self-regulation are necessary steps on the road to “self-mastery” and this is essential to being truly free and participating in society. Good behaviour, therefore, is a matter of social equity because compliance to rules and norms is the first rung on the behaviour ladder to autonomy, independence, and freedom. In this sense it is entirely consistent with the schools’ mission statement to have life and have it to the full.

This policy details the proactive strategies that the school uses to manage behaviour before misbehaviour occurs, it details the reactive strategies for supporting pupils to improve their behaviour.

2. School Attendance

The School expectations are that

- Pupils will attend regularly and if absent for any reason parents will inform the School of the cause. A phone call to the school is required by 9.00am on the day of absence. In addition, a note on the morning of return will then be added to pupil’s information.
- Pupils will arrive at School promptly no later than 8:45am for morning registration to take place at 8:55am.
- Pupils are expected to go to all lessons and not to leave the site and should not be out of bounds outside the fenced boundaries in place.
- Medical appointments are, wherever possible, made outside of school hours. Any medical appointments will require evidence for example doctor’s letter or appointment card.
- Leave of absence will only be granted in exceptional circumstances.

Parents can expect that

- The school keeps a daily attendance record and will inform them if the pattern of attendance is causing concern.
- The school will acknowledge excellent attendance and punctuality through the Rewards policy.

Consequence

- If a pupil’s pattern of attendance including punctuality is causing concern this will result in contact home to speak to parents/carers. This may be in the form of a letter or in some cases a home visit to complete a safe and well check.
- If the pupil leaves School at any time during the school day without permission, parents will be informed and a sanction incurred.
- Late pupils will be sanctioned in line with the behaviour system and logged on Class Charts.

Please see Attendance Policy for additional information and guidance.

3. Code of Conduct

St Benedict’s Catholic High School is a Christian community and individuals within the community are expected to uphold the Christian values of the school; to take responsibility for their actions; to cultivate an atmosphere conducive to learning; to celebrate achievement; to develop positive relationships; and to ensure the safety and well-being of all. The code of conduct reflects these expectations and its purpose is to guide all members of our community to think about the wisdom of what they do and the effect they are having on others.

In Class:

- Arrive on time with the correct equipment.
- Co-operate with the teacher and follow instructions.
- Complete your work on time and to the best of your ability.

Around School:

- Wear full school uniform at all times.
- Help keep school property and equipment clean and tidy. Put litter in bins.
- Chewing gum is banned.
- Move around the school calmly

Other People:

- Show care and consideration for everyone.
- Speak to each other politely.
- Respect the right of everyone to work.

Rules**Benedict's Basics**

In order for all students to be able to fully engage with learning inside the classroom we insist that students

- Do not call out
- Do not talk when the teacher is addressing the whole class
- Follow all instructions at the first time of asking

In addition to the above Benedict's Basics we have 7 whole school rules that students must follow, these are known as the:

- Have good attendance and punctuality.
- Follow instructions given by adults and all support staff.
- Be polite and show consideration, care, and respect for others.
- Respect the right of everyone to engage with teaching and learning.
- Respect the environment, school property and the property of others.
- Abide by the school dress code and come to school with the correct equipment.
- Do not bring valuable items into school.

4. Rewards

St Benedict's Catholic High School seeks to reward effort and improvement as well as achievement. It is important that staff and other adults with responsibility for our pupils remember to reinforce good behaviour by acknowledging it, praising it, and rewarding it.

Pupils who follow the school rules and provide a positive example to our community will be rewarded for their good behaviour.

Examples of good behaviour Include

- regular attendance/punctuality
- consistent improvement in levels of academic achievement and progress
- showing respect and consideration for others
- contribution to form or year group
- consistent effort with homework meeting targets agreed between student and teacher
- good organisation and presentation

- participation in extra-curricular activities
- support for other students

Rewards offered at St Benedict's Catholic High School include:

- Verbal praise
- Positive achievement logs
- Postcards/letters
- Attendance and punctuality prizes
- Reward trips for year groups/forms
- Celebration/Awards assemblies
- Annual Awards Evening

5. Examples of unacceptable behaviour against all members of the school and wider community include:

1. Physical assault against a pupil
 - Physical abuse to pupils
 - Physical abuse with a weapon
 - Racial abuse to pupils (physical)
2. Physical assault against an adult
 - Physical abuse to staff
 - Physical abuse to others
 - Racial abuse to staff (physical)
 - Racial abuse to others (physical)
3. Verbal abuse/threatening behaviour towards a pupil
 - Verbal abuse to pupils
 - Possession of a weapon
 - Threatening behaviour
 - Using foul and abusive language
4. Verbal abuse/threatening behaviour towards an adult
 - Verbal abuse to staff
 - Verbal abuse to others
 - Threatening behaviour
5. Bullying
 - Bullying- physical
 - Bullying- verbal
 - Bullying- sexual
 - Bullying- racial
 - Bullying- online
 - Bullying- social media
6. Racial abuse

- Racial abuse to pupils (verbal)
 - Racial abuse to staff (verbal)
 - Racial abuse to others (verbal)
 - Violence and harassment
7. Sexual misconduct
 - Sexually inappropriate behaviour to pupils
 - Sexually inappropriate behaviour to staff
 - Sexually inappropriate behaviour to others
 8. Drug and alcohol related
 - Alcohol abuse
 - Drug/alcohol supplying
 - Drug/alcohol possession
 9. Damage
 - Arson
 - Vandalism
 - Graffiti
 10. Theft/Extortion
 11. Persistent disruptive behaviour
 - Continued disruption- lessons
 - Continued disruption- school/unstructured time
 12. Lateness and poor attendance
 - Regularly late to school
 - Attendance below the expectation of the school
 13. Inappropriate Uniform/Appearance
 - Wearing clothing/jewellery that contravenes school uniform rules
 - Wearing make-up/nail varnish
 14. Chewing gum
 15. Behaviour outside of school which is damaging to its reputation in the wider community and that brings the school into disrepute.

Reasons for misbehaviour include:

- Difficult home circumstances
- difficulties with language and communication: Failing to understand instructions and explanations can look like bad behaviour.
- attention deficit hyperactivity disorder (ADHD): Expecting children to sit still and listen for long periods of time can cause problems for many children, not only those with ADHD.
- being teased or bullied
- feeling confused by different social situations (possibly on the autistic disorder spectrum) ○

- feelings of failure and low self-esteem
- being unable or unwilling to do work because it's not at the right level

6. Sanctions

The Education and Inspections Act 2006 gives all teachers and other staff in charge of pupils a power to discipline pupils for breaches of school rules, failure to follow instructions, or other unacceptable behaviour provided that the sanctions are reasonable and proportionate to the circumstances.

Whilst the majority of pupils behave well, those pupils who break St Benedict's school rules will be subject to consequences. This is because poor behaviour blights the learning and life chances of everyone.

Sanctions are used to impress on the pupil concerned that what they have done is unacceptable; to deter the pupil from repeating that behaviour; and to signal to other pupils that the behaviour is unacceptable and to deter them from doing it.

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal, or reminding a pupil of a rule, are all that is needed. Staff should also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties, or other type of SEND.

Sanctions imposed at St Benedict's include:

1. A positive conversation
2. Warning and rule reminder
3. Behaviour Log
4. Break/lunchtime detention
5. After school detentions
6. Referral to Head of Department
7. Referral to Head of Year
8. Report system- Academic/Behaviour and Attendance and Punctuality
9. Loss of privileges
10. Referral to SMT
11. Fixed term suspension
12. Managed move/referral to Fair Access Panel
13. Permanent exclusion

Sanctions will be well considered, proportionate and take in to consideration the wider context of the person and situation in question. Sanctions imposed will ultimately be at the discretion of Senior staff.

When applying sanctions staff should:

- make it clear that they are condemning the behaviour, not the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty; take account of individual circumstances;

Communication of Sanctions:

Bromcom is the school platform used for logging all behaviours. It is used to track, monitor, and report on positive and negative incidents that occur in both in and outside the classroom.

The sanction system will communicate with parents as the **My Child at School app** informs parents of all behaviour and achievement logs received in a day.

St. Benedict’s Catholic High School uses a three-tier restorative consequence logging system.

C1- Low level incident

C2 - Moderate level incident

C3- High Level incident (removal from lesson)

EXAMPLES C1- low level incident	EXAMPLES C2- Moderate level incident	EXAMPLES C3- High level incident
<ul style="list-style-type: none"> - Chewing Gum - Disruptive Behaviour - Homework Failure - Inadequate Work - Jewellery - Late to lesson - Misuse of Toilets - Not prepared for lessons - Phone/Air pods - Uniform breach - including footwear (trainers) 	<ul style="list-style-type: none"> - Damage to property - Defiance - Disruption to learning - Lateness to School - Rudeness to staff - Swearing - Truancy - Coercion 	<ul style="list-style-type: none"> - Fighting - Missed lunchtime detention - Poor behaviour in Isolation - Smoking/Vaping - Swearing directed at member of school community

Sanctions- Detention Process

A behaviour report will be run daily. The report will focus on four areas of behaviour:

- *Standards (uniform/jewellery/trainer)*
 - *Late to school (punctuality)*
 - *Poor behaviour (x1 C2 in a day or x2 C1's in a day)*
 - *Failed detentions*
- Students will receive a next day lunchtime detention for 30 mins. They will be informed about the detention and the behaviour incident by their Head of Year. They will be given a detention card with detention details the morning of the detention.
 - Failed detentions will lead to an after-school detention till 4.30pm on either Tuesday or Friday (A text to parents will be sent the day before).
 - 5pm Friday detentions will be sanctioned at the discretion of Heads of Year and Leadership team.
 - The sanction system is in place to help encourage pupils to reflect on the effects of misbehaviour and how attitudes and choices can impact on themselves and others in the school community.

7. Behaviour for Learning – removal from lessons

When schools are safe, disciplined, and positive environments, teachers can teach, and pupils can learn free from disruption. If a student's behaviour reaches a point where the teacher has asked for them to be removed from the lesson, they will either be "parked" with another teacher from the subject department or taken to return to learn (isolation) room.

The return to learn (Isolation) room is available to support students in returning to learning environment with a positive attitude or when students require appropriate and varied interventions to return to learning, including reintegration to lessons.

"Return to Learn" is also available when:

- There is a risk of disruption to the learning and/or welfare of others
- Where students have failed to comply with student behaviour report process
- Where use of the parking system within the department has failed to resolve issue.
- To investigate behaviour incidents
- Where safety and/or good order require a student to remain under supervision in a specific place during unstructured time (break, lunch, etc)
- Where an action has escalated, either as part of the consequences system or in virtue of continued refusal to respond to lower-level sanctions
- For students who are returning from a fixed term suspension, prior to being restored to mainstream lessons.

Where Return to Learn room is used for a sanction as Isolation, following an incident and investigation, parents will be informed via a phone call.

- Appropriate work will be set by the member of staff on duty.
- Isolation will result in the loss of breaks and will last until 3:30pm.
- Isolation is the most serious sanction the school can impose before a fixed-term suspension.
- If a student refuses to engage with an Isolation placement (for example, refusing to enter the isolation room; refusing to work; being disruptive within Isolation then additional consequences will be imposed.

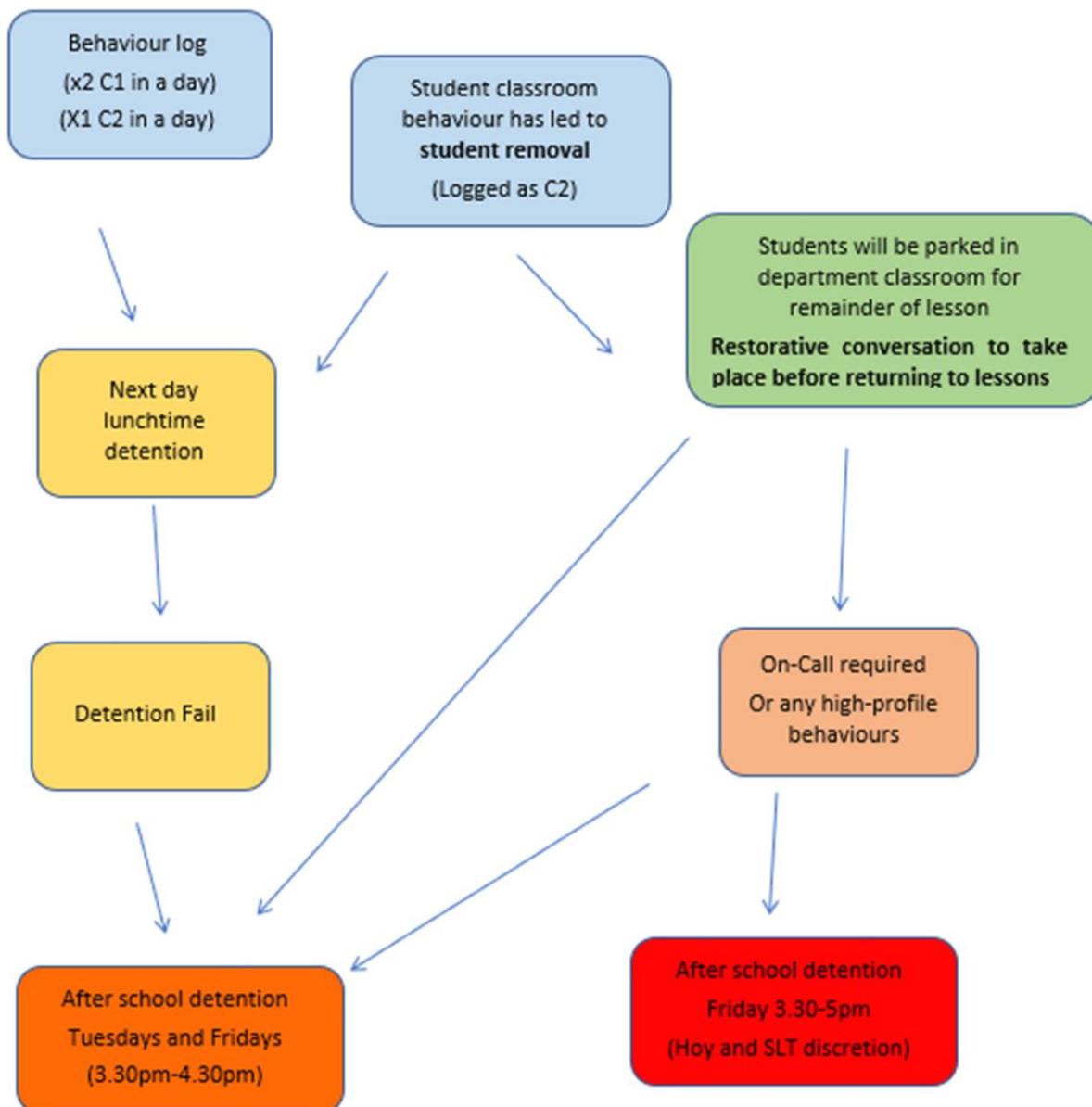
Suspensions protocol

Suspension can occur when:

- A pupil persists in not following the school behaviour policy.
- There is a single incident of an extremely serious nature.
- If the Headteacher decides to suspend a pupil from school, the school will inform parents by phone. A letter confirming the suspension period and the reasons, will be sent home within a day.
- A re-integration meeting will be arranged with parents as soon as possible and before the child returns to school. There may be conditions set to enable to child to return successfully following a temporary suspension, and these are likely to include a period on report with targets.

For a permanent exclusion the school will follow the procedures set out by Warwickshire Education Authority, and the DfE guidance Exclusion from maintained Schools, Academies and Pupil Referral Units in England (September 2017).

St Benedict's Catholic High School- Classroom behaviour Flow Chart



**Persistent refusal to comply with school Behaviour policy
may lead to Fixed term exclusion**

8. School Appearance

St Benedict's Catholic School takes great pride in having high standards of smart uniform.

School uniform expectations include:

- Pupils take a pride in their appearance and wear the school uniform correctly to and from school and around the school site
- Pupils conform to the guidelines about wearing jewellery and make up. The school expects that students do not use their appearance as extreme statements (for example, prominent hairstyles or tattoos).
- If a pupil comes to School in non-uniform items, they will be asked to remove them and they may be confiscated.
- If a student arrives at school in incorrect uniform, parents may be contacted and asked to bring in the correct uniform. In more extreme cases, students who are not in correct uniform may be kept out of circulation in isolation during the day or until appropriate uniform has been brought
- Parents are asked to support the school uniform policy and inform the school if their child is not in the correct uniform for any reason. School sanctions will be used where school uniform breaches occur.

Persistent uniform breaches may result in parental meetings. Please refer to St Benedict's uniform policy for further details.

9. Mobile phones

The school expectations are that students should avoid bringing mobile phones into school unless necessary and that bringing them into school is a privilege that can be lost if it is abused.

Students are allowed to bring their phones into school so that parents/carers can make contact regarding after school arrangements or similar at the end of the day.

Phones guidance:

- Mobile phones should be turned off and kept in bags at all times.
- Mobile phones should "not be Seen or Heard" If a phone is seen or heard by a member of staff the phone may be confiscated. If Confiscated the phone will be kept safely in student services, the student can collect it at the end of the day (it will be logged as a C1 behaviour incident)
- If a student needs to contact a parent/carer during the school day, they should speak to a member of staff and have permission to use the mobile phone. They should not make contact without permission.
- Sixth form students are permitted to use their mobile phones outside of lessons within the Sixth Form Block, but they are not permitted to use them in lessons without staff permission.

- Air pods are regarded the same as mobile phones. If they are seen in ears, the assumption is that the student is listening to music and the phone is in use/connected. Air pods will be confiscated if seen in use. They will be kept safely in student services, the student can collect them at the end of the day (it will be logged as a C1 behaviour incident). If this is a persistent behaviour policy breach, sanctions will be action in the form of detentions.
- Students are taught through the Personal Development programme the importance of staying safe on line. They are also reminded of their responsibilities regarding the appropriate use of social media and the serious consequences of any misuse.

Phone Confiscation:

Staff are entitled to confiscate mobiles if they are being used outside of the circumstances described above.

- First offence – if a student has their phone confiscated it will be returned to them at the end of the day and their name will be recorded and contact with home will be made to inform parents/carers of the incident.
- Any subsequent offences – the student will not receive their phone back on the same day and a letter will be sent home requesting the parents to come in to school to collect the phone.
- Any persistent repeat offenders may have the privilege of bringing their phone into school removed.

10. Violence and bullying

The school's expectations are:

- That there will be no use of physical violence between any members of the school community.
- The school has a strict 'hands off' policy and there should be no incidents of physical aggression, even in 'play fighting'.
- That threatening language is treated as seriously as physical violence.
- That no discriminatory language is used. This could be related to race, gender, or disability.
- That no member of the school community is made unhappy by the unkind actions of others.
- That students should be able to travel to and from School in safety.
- That students can move about the school in safety.

Parents can expect:

- That they will be informed if their child is the victim of violence or bullying.
- That if their child is the perpetrator of violence or bullying that they will be informed.
- There will be a full investigation of any incident and notification of the outcome. A log will be kept of any bullying and cases are reviewed to ensure that there have been no repeats.
- That the School staff are trained to identify and deal effectively with incidents of bullying.
- That the Headteacher will be informed of serious cases and will deal with them.
- If parents have concerns that their concerns will be treated seriously.
- In serious cases of violence, the parents of victims will be supported in any complaint made to the police.

- That pupils and parents are aware of the various avenues through which bullying can be reported. For example: via Form Tutors, Teaching Staff, the Senior Leadership Team

Violence and Bullying Consequences

- Any incident of bullying will result in parents being informed. The course of action will depend on the victim's needs. Proven cases of bullying will be recorded on file.
- Any violent incident between pupils in School may be dealt with by a suspension.
- Serious incidents of violence may lead to permanent exclusion. The incident will be included in the pupil's file. The School will recommend that parents make a complaint to the Police.
- If a pupil swears at a teacher or uses threatening language this will most likely result in a fixed-term suspension or a suitable, equal alternative (a longer placement in Isolation)

11. Use of Harmful substances and prohibited items

The school's expectations are:

- Pupils obey the law and the School Code in relation to smoking, drinking alcohol, and using other drugs or substances (including 'legal highs'). In this respect, please refer to the common SWEP policy on **Managing Drug Incidents**
- Pupils should not bring any 'vaping' or 'e-cigarette' material into school and use of these is prohibited in school.
- Pupils should not smoke or bring cigarettes, matches or lighters into the School. Pupils should not smoke to and from school or at any time in School uniform.
- Illegal drugs and 'legal highs' will never be brought on to the School site and pupils will not participate in their use at any time.

Other prohibited items, as above students are not to bring or possess these items on site:

- Fizzy and or energy drinks
- Chewing gum
- Stolen items
- Smoke/stinks bombs
- Knives/Weapons of any kind

Possession of any weapon or implement deemed to be one, will result in a permanent exclusion.

Parents can expect:

- The school does have a programme to educate pupils in all aspects of substance misuse.
- The School will inform parents if it has concerns about their child in any of these matters. The School may decide to involve the police.

Consequences:

- If a pupil is caught smoking or vaping in or around School then this will result in a fixed-term suspension or a suitable, equal alternative (e.g. a longer placement in Isolation).
- Drugs incidents will be dealt with in line with the SWEP Policy on **Managing Drug Incidents**
- If a pupil is caught dealing in illegal substances they will be either permanently excluded from the School or Alternative Provision will be put in place, and the police informed.
- If a child is caught with alcohol or other solvent they will be immediately sent home and parents invited in for interview and due sanction applied

12. Searching, screening and Confiscation

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Staff searching students will follow the DfE guidance regarding searching and confiscation:

[Searching, screening and confiscation \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

'General power to confiscate Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Where the person finds other substances which are not believed to be controlled drugs/weapons these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drugs.

We always strive to resolve disputes and differences of opinion in a timely and amicable manner, however, when this is not possible Parents/Carers will be directed to the school's Complaints Procedure.

This policy should be read in conjunction with the Attendance, Anti-Bullying, Safeguarding and SEND Policies.

Any member of staff who has reason to suspect that a pupil is in possession of any prohibited item/substance can refer this to the designated members of staff.

Items may include the following description:

- anything deemed to be dangerous
- any form of weapon
- drugs/controlled substances
- any items prohibited by the school

The school will inform parents in any instance where a search has been necessary. Where appropriate any prohibited items found will be confiscated and parents invited in for a meeting.

13. Behaviour in the community

The school's expectations are:

- The pupils will behave with courtesy and respect while travelling to and from school and when out on school business.
- Pupils will show respect for our neighbours and local community.
- Visitors will be welcomed by all pupils in school.
- Pupils will act with due regard for their own safety and the safety of others.
- Pupils will not bring the school's name into disrepute,

Parents can expect:

- They will be informed if their child has behaved in a manner which falls short of what the school expects.
- The school will take seriously any incident which happens involving pupils as they travel to and from school.

Consequences:

The whole range of school sanctions can be used for incidents of misbehaviour on the journey to and from school.

14. Responsibilities for promoting Positive Behaviour

Governor Responsibility for Promoting Positive Behaviour

The governing body is responsible for defining the principles underlying the school's behaviour and attendance policy and ensuring that all aspects of the policy and its application promote equality for all pupils.

Headteacher Responsibility for Promoting Positive Behaviour

The Headteacher is responsible for framing a policy which establishes an environment that encourages positive behaviour and regular attendance, discourages bullying, and promotes race equality and for determining the more detailed measures (rules, rewards, sanctions, and behaviour management strategies) that make up the school behaviour policy.

Staff Responsibility for Promoting Positive Behaviour- Proactive Strategies

Understanding pupils and harnessing the power of a good relationship can support accurate diagnosis of the reasons for changes in a pupil's behaviour, informing a helpful response. St Benedict's Catholic High School has multiple levers to secure these good relationships.

All members of staff at St Benedict's Catholic High School have an important role to play in helping pupils to achieve the aims of this policy and in ensuring that teaching and learning contribute to the spiritual and moral development of our pupils. The promotion of positive behaviour and achievement by appropriate application of rewards and sanctions is a core responsibility for all staff. Staff should ensure that classrooms are effective learning environments, seek to establish positive relationships with their pupils and always follow correct procedures. Those who hold specific responsibility for managing pupil behaviour and CPD activities will support all staff to these ends.

Form Tutors - are the first point of contact for our pupils and have an important pastoral role. Form Tutors are responsible for promoting high standards of behaviour/uniform/ equipment and for monitoring attendance and punctuality and also help to build a fuller, more sophisticated view of our students. Form Tutors deliver comprehensive cultural literacy and PSHE programmes to ensure our learners are supported in making sense of the world around them and issues that may impact on them and in some way affect their learning and behaviour.

Classroom Teachers - are responsible for the management of classroom behaviour, using agreed classroom management and behaviour strategies. Teachers should familiarise themselves with information provided about specific pupils with additional needs.

All teachers should ensure that pupils are aware of the rules, consequences and rewards that operate in the classroom. Whilst it is impossible to eradicate all misbehaviour, it can certainly be minimised

and the general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly 'manage' misbehaviour.

In the case of a student disrupting the learning of others and themselves, procedures outlined in the Staff Handbook should be followed.

Classroom teachers are responsible for the completion of behaviour conduct logs and supervision of detentions where appropriate.

If a pupil presents a serious health and safety risk a responsible student should be sent directly to Student services for Senior Management assistance.

Additional advice and support on the management of pupil behaviour is available from external agencies.

Heads of Department - should support their subject teachers in the management of classroom behaviour and ensure that behaviour conduct logs are written and departmental rewards and sanctions are applied as appropriate.

Serious concerns and challenging behaviour should be referred to the relevant Head of Department/Head of Year in the first instance.

Heads of Year - have a key pastoral role and are responsible for ensuring the highest standards of behaviour and achievement within their year group in co-operation with parents/carers, the SEND Learning Support and Development Department and support from the Senior Management Team.

The SEND Learning Support and Development Department- provides additional support for individual pupils by identifying those cases where behaviour may be a symptom of significant underlying problems, including learning and /or social and emotional difficulties. Strategies for early intervention in such cases at St Benedict's Catholic High School include:

- Half termly Academic Monitoring Meetings to identify students where there are concerns
- Contact with parents/carers in the early stages of a problem
- Input from Student Support Team/Learning Support Co-ordinator where appropriate
- Referrals for specialist advice from agencies linked to the school
- Parent/carer meetings

The Senior Leadership Team - patrol the school to ensure an optimal classroom climate in which all learners feel free to take risks in their learning secure in the knowledge they are in a calm and supportive environment, free from disruptive behaviours that so damage the learning process. A regular presence around the school, particularly at critical times of the day (beginning, break and lunch times, changes of lessons and the end of the school) to support staff, maintain a sense of calm and order and ensure that the school's behaviour policy is being consistently applied.

The Senior Leadership Team should ensure that staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy.

Parent/Carer Responsibility for Promoting Positive Behaviour

St Benedict's Catholic High School actively promotes and values the co-operation and involvement of parents/carers in all aspects of pupils' education. Parents/Carers are encouraged to help their children

achieve the aims of this policy by supporting the school in its Mission Statement and upholding the teachings of the Church.

Specifically, parents should:

- Respect the school's behaviour policy and disciplinary authority of school staff
- Help ensure that their child follows reasonable instructions by school staff and adheres to the Benedict's Basics and the school rules
- Send their child to school punctually every day, suitably clothed, fed and rested; ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm
- Be prepared to work with the school to support their child's positive behaviour;
- Attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour;
- If their child is excluded from the school, to ensure that the child is not found unsupervised in a public place during school hours in the first five days of suspension and, if invited, to attend a reintegration interview with the school at the end of a fixed period suspension.