

# St. Benedict's Catholic High School

## BEHAVIOUR AND REWARDS POLICY

**2020/21**

### POLICY DETAILS

Date of policy: December 2020

Date of next review: December 2021

Member of staff responsible for overseeing that this policy is implemented and regularly reviewed: Assistant Headteacher (Pastoral and Progress)

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## INTRODUCTION

**‘Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.’**

### **Matthew 5:16**

Our behaviour policy and values are inspired by Jesus Christ and based upon the Gospel values. We are a Catholic school for all and believe that by nurturing a deeper appreciation of the Gospel values in each student, they will go on to be caring, responsible and well-rounded adults who can make a positive impact in the world.

The purpose of this policy is to state clearly what our expectations of pupils are and to give definition to the partnership which must exist between parents and the school to enable pupils to develop successfully. An essential part of this partnership is good communication and mutual support.

This policy applies to all key stages. All staff, parents and pupils must be aware of our expectations and involved in discussions about consequences.

The policy is underpinned by the Mission and Values Statement of the school and our Behaviour Code outlined for pupils and staff. Our school embraces the teaching of Christ, allowing every individual the opportunity to excel academically and socially within a spiritually enhancing and caring community. The Catholic ethos is firmly grounded in core biblical principles of service, compassion, justice and respect for all, where every pupil is valued as an individual. This means that as the school works together to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete their academic work to a high quality; and
- regulate the conduct of pupils.

We do this in the context of the Christian values we promote as a Catholic school. Every member of staff, (teachers, support staff, site team, technicians and administrators), are expected to have high expectations in relation to behaviour ensuring that all members of the school community will respect one another, enjoy a safe, happy and stimulating environment and have their voice heard. Each pupil should be nurtured through praise, encouragement, and celebration of achievement.

We strive to achieve an ethos based on shared aims and mutual respect which is conducive to the learning of all children, where boundaries are clearly defined but where the individual feels valued. We do recognise that there are aspects of behaviour which can be taught and that the use of praise and the opportunities in the curriculum have great effect on the motivation of pupils. In general, however, we do not accept any behaviour which is offensive or causes distress to others be it verbal, non-verbal or physical.

The policy gives an outline of the important aspects which guide our practice but not all of the operational detail. It is, of course, in the detail where the policy is tested and evaluated.

## 1. 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 8:50am.
- 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.

## CONSEQUENCES

- 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 behavior system and logged on Class Charts.

**Please see Attendance Policy for additional information and guidance.**

## 2. BEHAVIOUR IN LESSONS

The school's minimum expectations are:

1. Being on time
2. Being prepared and organised
3. Good work ethic
4. Positive body language
5. Positive Attitude/Positive response
6. Respectful and listen to staff and students
7. First time, every time
8. Being prepared to do extra

Parents can expect:

- Logging of achievement and behaviour on ClassCharts.
- That the Behaviour For Learning (BFL) sanction system is a restorative system and not a one-sided process. At each step along the way we will be communicating with parents. This could be via phone calls or notes in planners from tutors/subject teachers, at the early stages, through to meetings with Year Heads and ultimately the Senior Leadership Team if behavior shows no sign of improving or concerns remain.

### CONSEQUENCES

(ClassCharts, a behaviour tracking package, was introduced in June 2019. It is used to track, monitor and report on positive and negative incidents that occur both in and outside lessons.)

St.Benedict's uses a three tier restorative consequence (C) behavior for learning system (C1,C2,C3) when dealing with pupils not meeting expectations.

If a student is disruptive during a lesson then the classroom teacher will use the BFL sanction system.

#### **Reminder of expectations and warning.**

We expect staff to give pupils a verbal reminder of the expectations and give pupils the opportunity to remedy their behavior before awarding a sanction.

#### **Consequence 1 (C1)**

If the disruption to learning continues they will receive a C1, which will be logged on ClassCharts. Both of these should be regarded as serious warnings. A continuation of this disruption will result in further accumulation of C1 behaviour points.

#### **Consequence 2 (C2)**

If a student displays any C2 behaviour, no warning will be given nor will it be preceded by a C1. The member of staff will inform the student that they have received a C2, it will be logged on ClassCharts and a detention issued at break or lunch time.

If a student misses any staff detention, or is disruptive during a detention, then they will be issued a further C2 and a further detention. Parents will be notified of this action through ClassCharts.

### **Return to Learn**

The overriding purpose of return to learn is to support students and staff within the behavioural policy of the school, that promotes the learning and achievement of all students both academically and socially, and identify areas that require focus to meet the student and school's needs.

- To support students with appropriate and varied interventions to return to learning, including reintegration to lessons
- To support students in returning to regular learning environments with positive attitudes to learning

### **Removal from school life/lessons to Return to Learn**

Students should be removed from wider school life for a period of time undertaken in the return to learn centre for the following circumstances:

- Where an action has escalated to this point, either as part of the consequences system or in virtue of continued refusal to respond to lower level sanctions
- Where an action cannot be managed using a series of consequences (eg outside of a classroom where there is nowhere to record and so manage 'steps')
- Where there is a risk of disruption to the learning and/or welfare of others
- Where a matter needs investigation or further attention
- Where safety and/or good order require a student to remain under supervision in a specific place during unstructured time (break, lunch, etc)
- Where use of the parking system within the department has failed to resolve issue.
- For students who are returning from a fixed term exclusion, prior to being restored to mainstream lessons.
- For those students who are school refusers, or have been off for an extended period through illness.
- For those who have SLT agreement to "drop" a subject. It will be a self-study area.
- For those students who have been temporarily removed from a subject area, prior to restorative plan to reintegrate into said lesson.
- Where students have failed to comply with student behaviour report process.

When removed from wider school life, students' education and welfare is appropriately monitored and promoted through a process of **return to learn**.

**Should a student not meet expectation in Return to Learn they will be removed and put in isolation.**

### **Consequence 3 (C3)**

In the extremely serious case of C3 behaviour, the student will be removed from the lesson, break time or lunch time and escorted to the Isolation Unit or similar supervised area in school while an investigation takes place.

- Where Isolation is a sanction, following an incident and investigation, parents will be

informed via a phone call and a notification via ClassCharts.

- Isolation is a predetermined period of time, working in silence with a member of staff in the Isolation room. Appropriate work is set by the member of staff.
- Isolation will result in the loss of breaks and will last until 3:35p.m. In addition, Isolation can be imposed for a variety of extreme or persistent incidents for example defiance, internal truancy or aggressive behaviour. The decision to isolate will be made at the discretion of the Associate Assistant Head Teacher for Pastoral and Progress, or any other member of the SLT
- Isolation is the most serious sanction the school can impose before a fixed-term exclusion.
- A fixed-term exclusion can occur when:
  - A pupil persists in behaviour which has previously incurred the above sanctions.
  - There is a single incident of an extremely serious nature.
- If the Headteacher decides to temporarily exclude a pupil from school we will always inform parents by phone at home or work. A letter confirming the exclusion and the reasons for it 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 the child to return successfully following a temporary exclusion, and these are likely to include a period on report with targets.
- 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 extra consequences will be imposed. This may include extending the placement in Isolation into after-school hours.

Parents will be contacted prior to any extension of an Isolation placement.

- If a student is given a fixed-term exclusion following a refusal to engage with an Isolation placement (for example, refusing to enter the Isolation Room; refusing to work; being disruptive within Isolation) then they will normally be expected to complete their period of Isolation on immediate return from the temporary exclusion. As above, a period of time on report will be put in place alongside targets for improvement.
- Persistent disruptive or defiant behavior, or behaviour that compromises the safety of the student or other students/staff can result in the student having a conduct meeting. These are with senior staff, escalating through different stages of seriousness and are part of the 'steps to inclusion' process. The meetings are designed as a warning to the students but also as an opportunity to discuss strategies to avoid reoccurrence of the behaviour problem/s. Such strategies can be varied but could include a period on report with specific 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).

## Behaviour Flow Chart



Examples of consequences and behavior points can be seen in the graphics below:

**C1 = 1 Behaviour point**

						
Not following instructions	Homework Issue	Work set, not finished	Talking over teacher	Late to lesson	Not prepared for lesson	Poor behaviour break/lunch...
						
Uniform Issue	Distracting learning environment	Chewing gum	Misuse Of Equipment	Mobile phone	C19 Community Safety	Late to school
	Remote Learning Assignment not Completed					

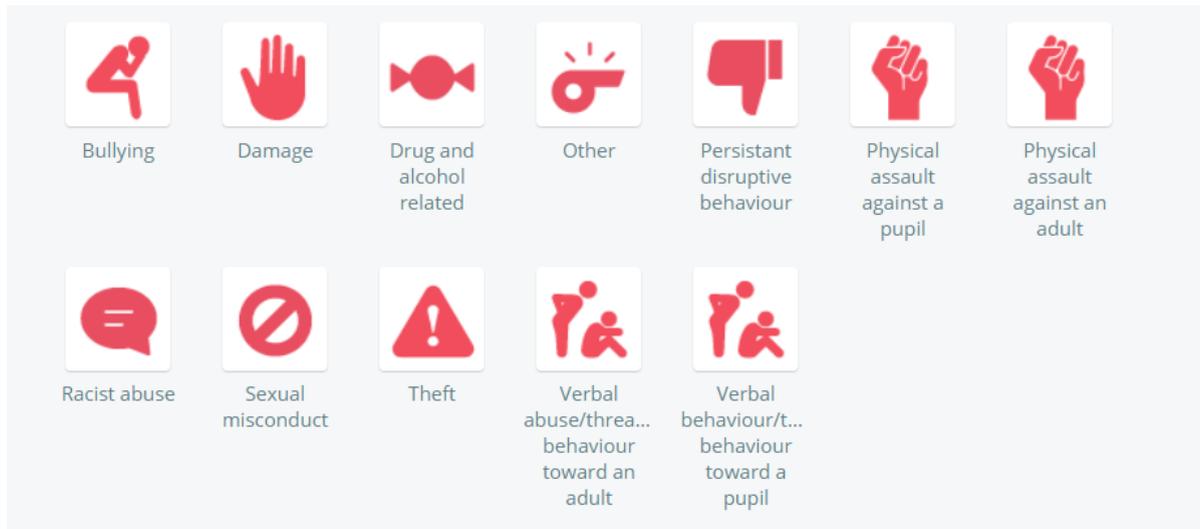
**C2 = 2 Behaviour points**

						
Rudeness to staff	swearing	Antisocial behaviour	Damage of school property	Detention missed	- Catholic Ethos	5+ minutes late
						
Internal Truancy	6th Form Inadequate folder	C19 Community Safety				

**C3 = 3 Behaviour points**

						
Substances misuse/poss...	External Truancy	Violence	Bullying	St Paul/Head Detention Poor Behaviour	Discriminati...	Pastoral Detention
						
Swearing at a person	Theft	Threatening item misuse/poss...	Refusal to comply with SLT instructions	C19 Community Safety		

## Reason for exclusion



### 3. REWARDS

**RATIONALE:** That teaching staff praise and reward pupils more than sanction. The school wishes to further-develop a culture of learning where positive rewards are embedded. The development of the House/achievement system is key to fostering community togetherness, identity and a sense of competition.

The school's expectations are:

- That all staff praise pupils as an integral part of good practice each lesson.
- That all staff reward pupils with achievement points via Class Charts for going above and beyond the minimum expectations expected of pupils.
- Achievement Points are consistently awarded for a range of reasons underpinned by the Gospel Values (see graphic below).



- That all form tutors share achievement points with tutees weekly.
- That praise and achievement points are, overall, awarded to pupils more than sanctions.

Parents can expect:

- That the school will hold Celebration Assemblies on a termly basis to reward pupils who have a high number of House Points.
- That the type of reward will be chosen with consideration of pupil views (for example, through the School Council).
- That the school keeps parents up to date about positive rewards for their children through ClassCharts.
- That this policy is reviewed and adjusted frequently to meet the needs of all pupils.

## 4. PUPIL APPEARANCE

The school's expectations are:

- 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 guide-lines 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).
- Pupils wear the correct sports equipment and when representing the School ensure that they look smart.
- All items are labelled with the pupil's name.

Parents can expect:

- That the School uniform is clearly defined and reasonably priced. Help will be available in providing uniform items, if parents have a difficulty.
- That they are informed if their child is not coming to School correctly dressed.
- That they have a reasonable time to purchase replacement equipment. That the School has a lost property system.
- That the staff are consistent and vigilant in following up uniform issues.
- That judgements are made quickly about fashion items.

### CONSEQUENCES

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 in.

## 5. MOBILE PHONES

The School's expectations are that students should avoid bringing mobile phones into school unless absolutely 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) but these should **be turned off and kept in bags at all times**. If a student needs to use their phone to contact a parent/carer they should seek permission. They should not make contact without permission.

At 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.

All students are taught in lessons and through assemblies the importance of staying safe on line. They are also reminded of their responsibilities with regard to the appropriate use of social media and the serious consequences of any misuse.

### **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.

## 6. 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 Head will be informed of serious cases and will deal with them.
- That 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.

### 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 an exclusion.
- 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 exclusion or a suitable, equal alternative (a longer placement in Isolation)

## 7. USE OF HARMFUL SUBSTANCES

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, would most likely result in a permanent exclusion.

Parents can expect:

The school does have a programme to educate pupils in all aspects of substance abuse. 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 in or around School then this will result in a fixed- term exclusion 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

## 8. SEARCHING AND CONFISCATION

The school's expectations are:

Any member of staff who has reason to suspect that a pupil is in possession of any prohibited item/substance (including anything deemed to be dangerous/any form of weapon/ drugs/controlled substances/any items prohibited by the school) can refer this to a member of staff who has the power to search (Delegated by the Headteacher to Heads of Year and Senior Leadership Team) following the DfE guidance regarding searching and confiscation: '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 drug.'

Parents can expect:

- 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.

## 9. 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.

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.

## 10. CHILD PROTECTION

The Child Protection Policy is a separate document that is summarised below.

Designated Staff for all concerns related to Child Protection:

### **Lead Designated Safeguarding Staff**

**Ms K. Wheeler**

**Mr Madden**

### **Designated Safeguarding Staff**

**Mr K. Alford**

**Ms D. Dance**

**Mr W. Gee**

**Ms S. Akram**

**Ms Smallbone**

If none of the above are available, referrals are to be made to the Headteacher. If the Headteacher is unavailable, referrals are to be made to the Deputy Head Teacher.

## PROCEDURE FOR THE SCHOOL WHEN CONCERNED FOR THE WELFARE OF CHILDREN AND YOUNG PERSONS

Every case of possible child abuse or risk of “significant harm” identified within St. Benedict Catholic High School must be reported to the designated person without delay (matters should never go unreported overnight).

It is the designated person’s responsibility to decide whether there should be an immediate referral to Children’s Services or the Police, further discussion with colleagues outside the school or an agreement to monitor the child. (See Section 3 of Warwickshire Local Safeguarding Children Board Inter-Agency Procedures for contact details).

In rare cases of serious physical injury, it may be necessary to arrange immediate medical treatment for the child. An ambulance should be called and, where necessary, the child will be taken to the Accident and Emergency Department of a hospital. The suspicion of abuse must be made known by the person accompanying the child.

[Note: the responsibility for the medical investigation of significant harm lies with the Community Physician [Child Protection].]

Once the decision has been taken to make a referral, the designated teacher or their deputy will contact the Children’s Services team (where the abuse took place). If the child lives outside Warwickshire, use the procedures for that Local Authority.

The Duty Officer will note the referral and confirm with the Duty Team Manager what action will be taken. If the designated person does not receive a response, they must seek clarification from the Duty Team Manager.

The designated person will need to agree what action should be taken for the immediate support of the child. This should include what time the child or young person will be going home and with whom. It is important that there is a clear understanding about how the parents or carers are to be informed of the referral and by whom. A written note of the agreements reached should be kept by the referrer.

The appropriate member of staff (possibly the member of staff originally involved – i.e. the designated person) should continue to support the child in accordance with the plan agreed with the Duty Officer.

The confirmation referral form (mark confidential/restricted access), must be completed by the designated person or their deputy. If all the information is not immediately available, this should not delay the form being sent. As much detail as possible must be given as this will help them to cross-reference the referral with other information held by other agencies and reach a decision about appropriate action. The educational setting making the referral should keep a copy and forward a copy to the Education Safeguarding Children Manager.

A referral may result in:

- No action.
- An assessment under Section 17 for Family Support Services; ('a child in need') with parents' consent.
- Acceptance of a referral under Section 47 for a Child Protection investigation; ('a child suffering from or at risk or suffering from significant harm').
- Further investigation before a decision can be made



