

ST BENEDICT'S CATHOLIC HIGH SCHOOL
incorporating
WEST CUMBRIA CATHOLIC
SIXTH FORM CENTRE



**BEHAVIOUR and STANDARDS POLICY STATEMENT AND
PROCEDURES/ PROTOCOLS FOR STAFF**

November 2020

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SECTION 1

Policy Statement - School Behaviour Policy

A positive approach and consistency is the key to effective discipline...

"Catch them being good"

"There is a symbiotic relationship between a pupil's self-esteem, behaviour and progress"

Philosophy

The best form of discipline is always self-discipline where pupils are well taught, motivated and want to learn.

St Benedict's Catholic High School Behaviour Policy is rooted in the School's Mission Statement which makes explicit the Catholic Christian values on which the School is based including the sacred worth of each individual in the School community.

A high standard of behaviour is expected at all times. This standard enhances the good reputation of the School, and is based on the Catholic Christian values of the School and in particular Jesus' commands that we should:

*'Love God and our neighbour as we love ourselves' (Luke 10:27) and
'Treat each other in the way we would like to be treated ourselves.'* (Matthew 7:12)

The Governing Body after consultation with the Headteacher, school staff, parents/carers and pupils believes the following:

- respect for the rights and needs of the individual underpin the whole behaviour and disciplinary process
- school should be a place where all feel safe and secure
- a system of behaviour that is based on mutual respect
- everyone who enters, or who works at, St Benedict's Catholic High School has a right to be shown respect
- the individual pupil has a right to be treated with respect by fellow pupils and all adults
- pupils have a right to a teaching environment which allows learning to take place and their individual needs to be met
- no pupil has the right to steal the learning of others
- any pupil who deliberately misbehaves should expect to be disciplined
- a pupil has a right to know exactly why they are being disciplined
- parents have a right to be kept informed of disciplinary problems with their children

SECTION 2

Positive Approach to Pupil Behaviour

The 'Positive Approach to Pupil Behaviour' places the emphasis on looking for and recognising all the good things which happen both inside and outside the classroom.

It operates by all staff consistently following an agreed system of Rules, Rewards and Consequences.

No matter where the pupil is in school, there should be a consistency of approach from staff when dealing with the pupils. The same rules apply to every classroom. These rules should be displayed clearly in every classroom.

All new staff receive INSET early in their first year on the Behaviour and Standards Policy.

Staff also receive regular reminders about the basic principles of the Behaviour and Standards Policy.

In addition, staff will teach pupils specific rules for particular activities within their subject area or more generally around school. Guidelines for the procedures for the start and end of lessons are also displayed in each classroom.

The positive approach to discipline engenders a positive atmosphere in the classroom or during social time and helps to develop a positive relationship between staff and pupils.

Positive discipline requires consistency from all staff.

SECTION 3

Disciplinary Procedures

***Separate the problem from the person –
There are no “bad children”, only misjudged behaviours.***

Classroom Teacher

- The teacher is responsible for discipline in his/her own classroom.
- The teacher is responsible for ensuring that all pupils can access the learning by differentiating work according to pupils' needs, thereby preventing behaviour issues caused by frustration.
- Good discipline is essential because effective teaching cannot take place without it.
- Minor incidents should be dealt with at the time and as appropriate. Teachers should enforce their own sanctions for unacceptable behaviour that happens in their classroom. Break-time or lunchtime detentions may be appropriate.
- Staff should follow the agreed staged approach to classroom low level disruption. (Appendix 1).
- More serious or persistent incidents in a lesson should be reported to parents/carers and the subject leader who may invoke the 'on-call' procedure.

Tutor

- The tutor should monitor and check the progress of individuals within their group.
- Tutors are often the first to be aware of potential problems. They should liaise, whenever necessary, with their tutees, subject teachers, learning mentor, Pupil Support Officers and ensure that their Director of Learning / Head of Year or SENCo (if they are on the SEND register) are kept informed. Directors of Learning / Heads of Year will liaise with the Assistant Headteacher, Strategic Lead for Behaviour and Standards.
- Tutors should continue to mentor the pupil and whenever possible contact home to ensure that the partnership between school and home is frequent.
- Where additional support is required (owing to the nature of the need), a referral to Director of Learning / Head of Year should be made.
- Report cards should be issued in line with the behaviour ladder (Appendix 7)

Subject Leader

- Whenever a pupil is referred by a subject teacher, a copy of the incident should be made in SIMS. The pupil will be placed on a Middle Leaders' detention, and a schools comms message sent to inform the parents/carers by the Admin Centre.
- Parents will be informed of persistent disruption where there has been no improvement and feedback to the classroom teacher, tutor and Director of Learning / Head of Year where appropriate.
- If there is not a satisfactory improvement the Subject Leader may decide to remove a pupil from the class for a short period of time. The pupil will be placed with a different teacher, if possible, in a similar set to ensure continuity of learning. The pupil will be

returned to normal lessons after acceptable standards of behaviour have been attained.

- An opportunity to rebuild damaged relationships should be sought before the pupil returns to their class.
- If the pupil's behaviour does not improve after the Subject Leader has adopted a range of strategies including 'reflection time", working with another class, the Subject Leader should discuss the situation with the SLT Link.

Directors of Learning / Head of Year

- Director of Learning / Head of Year should liaise continuously with their tutors and parents/carers so that they are proactive in dealing with potential problems using information they receive from tutors, SIMS and staff, Directors of Learning / Head of Year will use their professional judgement as to the most appropriate next stage of action to support the pupil. Possible actions could be pupil support services, isolation, detention, or report cards, which may trigger further interventions; such as alternative timetables and/or exclusion.
- Director of Learning / Head of Year will monitor pupil issues and referrals across departments and intervene if the issues appear in **multiple** than three subject areas.
- Liaise with subject leaders and classroom teachers where appropriate.
- Refer to Learning Mentor where improvements are not seen and work will continue with the team around the child until improvements are sustained.
- Chronologies will be initiated to collate a full picture.
- Support plans will be initiated.

Assistant Headteacher

- An Assistant Headteacher will become involved at the request of the Subject Leader or Director of Learning / Head of Year. The Assistant Headteacher will provide support and advice to the Subject Leader and/or Director of Learning / Head of Year when dealing with the pupil and his/her parents if requested.
- Incidents, unless particularly serious, should not normally be referred directly to a member of the Senior Leadership Team.
- All steps should be checked and ensured that procedures have been followed.
- Parents/carers should be central to the next steps.
- Consideration of additional needs should be met and additional strategies should be considered, these may include a time out card.

PLEASE REMEMBER

- Pupils must not be sent outside of classrooms and left unsupervised. If the teacher deems it necessary to take a pupil outside the class to speak to them briefly, the classroom door should be left open.
- Where a pupil has a time out card which has been pre-signed, they may be allowed out if the situation warrants this.
- It is important that, if the disciplinary system is to work, staff are **CONSISTENT, PERSISTENT AND INSISTENT** in their approach to dealing with unacceptable behaviour and that stages in the procedure are not jumped or circumvented.
- Staff 'referring' a problem must allow that person to deal with the pupil in the way that they feel is most appropriate. Staff cannot insist that a particular course of action is taken when

a referral is made. Staff should not inform a pupil that a particular punishment will be given by the member of staff to whom they have made the referral.

- We have a collective responsibility to ensure that all pupils contribute to a positive climate for learning.

SECTION 4

Guidelines for Disciplinary Measures

Punishment must be fair and equitable.

The following guidelines provide a consistent approach to discipline and are part of the school's 'Positive Approach to Pupil Behaviour' Behaviour & Standards Policy. Pupils should always be made aware of exactly what they have done wrong and why their behaviour is being challenged.

Blanket sanctions of whole class/groups should not be used. This can create resentment among pupils who have not misbehaved and increases the potential for parental complaints.

Sanctions must be seen to be fair.

Uniform

- Incorrect uniform should be pointed out to pupils and this should normally be picked up by tutors at the start of the day. Tutors should write a note via EduLink One if they are dealing with a uniform issue and liaise with parents.
- Teaching staff should also, as part of the start of the lesson procedure, ensure that uniform is correct.
- Please refer to the Uniform Policy.

Equipment

- Persistent lack of equipment should be pointed out to pupils and this should normally be picked up by tutors at the start of the day. **Tutors should write a note via EduLink One** if they are dealing with an equipment issue and liaise with parents/carers.
- Teaching staff should also, as part of the start of the lesson procedure, ensure that equipment is correct.
- **School bag, Pens, Pencils, Ruler, Rubber, Calculator, PE kit as required and Reading book.** - No pupil should leave tutor without the appropriate equipment. The Director of Learning / Head of Year have spare equipment where necessary.

Behaviour around School

All staff should take responsibility for behaviour around the school.

- Inappropriate behaviour should be challenged by the member of staff the incident is observed by and dealt with appropriately.
- More serious behaviour should be reported to the Directors of Learning / Head of Year. The Directors of Learning / Head of Year will decide an appropriate consequence based on knowledge of the pupil and the nature of the incident.
- Pupils are required to observe the one-way system to facilitate a smooth change over between lessons.
- Teachers are expected to stand outside their classroom areas to raise staff presence during these times and to welcome pupils into their lessons.
- Teachers are expected to model the high expectations expected of pupils, greeting pupils, holding open doors and providing a welcoming start to lessons.
- SIMs is to be used to log the issue, but is not the sanction.

SECTION 5

Classroom Procedures

- All staff should follow the agreed policy. At the start of every lesson pupils should be expected to follow the agreed lesson start procedure.
- A consistent approach from all staff makes behaviour problems less likely to occur and makes the classroom a better place for both pupils and staff.
- Teaching staff are responsible for the behaviour in their classrooms, this means addressing unacceptable behaviour and following it up with a sanction and parental contact as appropriate.

Classroom Code of Conduct for pupils (*to be updated by the Pupil Leadership Group*)

- Do as you are told the first time you are asked.
- Be correctly equipped for the lesson.
- Allow others to speak without interruption.
- Do not shout out, tease, or use bad language; any homophobic language will automatically trigger subject leader referral and on-call.
- Take care of classroom, equipment, and materials.
- Staff must be addressed courteously by their names (Mr/Mrs/Miss) or by Sir/Miss.

Rewards

- Verbal praise and behavioural praise (use as often as possible).
- Reward points in SIMS
- Positive note via EduLink One system
- Postcards home
- Sent to Director of Learning/ Head of Year or SLT (for additional praise)
- Students and Stars of the Week
- Half Term Heroes
- Awards evening and assemblies
- Headteacher Award

SECTION 6

Punctuality & Truancy

Punctuality

- Tutors should be in their rooms at 8.40am to welcome pupils at the beginning of the day.
- Pupils should move to their tutor rooms on the bell at 8.38am.
- As far as possible, teachers should be in their classrooms to meet pupils as they arrive.
- Pupils are expected to be at all lessons on time. Lateness should be challenged and treated as a misdemeanour and pupils warned as to future punctuality. 'Lates' must be recorded on SIMS. As part of effective classroom management teachers should impose appropriate consequences for lack of punctuality.
- Lateness in the first instance should be followed up by the subject teacher and the Subject Leader. Just as subject leaders are proactive in dealing with behaviour in departments the same is applicable for lateness, parents should be informed. Appropriate restorative in department sanctions should be applied to the pupil.
- Where a Director of Learning / Head of Year becomes aware that a pupil has poor punctuality across several subjects, the Director of Learning / Head of Year will support the Subject Leaders in addressing the lateness issues.
- The Attendance Officer will monitor punctuality.
- Parents/carers can receive a penalty fine for taking their child on holiday during term time without prior consent from the School (Please note consent cannot be given in retrospect).
- Any pupil with authorised lateness should be accompanied with a note.
- No pupil should use the toilet between lesson.

Truancy

- All staff **must** keep an attendance record for all lessons. This is done on SIMS. SIMS registers must be saved within the **first ten minutes of the lesson starting**.
- If a teacher suspects a pupil may be truanting from their lesson, they should email attendance@st-benedicts.cumbria.sch.uk The Administrator/Receptionist will inform the appropriate member of Senior Team (using on-call). If the pupil has left the site then parents/carers will be informed in the first instance via the Administration Department, under instruction from a member of the Senior Leadership Team.
- Truancy in the first instance should be followed up by the subject teacher and the Subject Leader. Just as Subject Leaders are proactive in dealing with behaviour in departments the same is applicable for truancy. Appropriate restorative in department sanctions should be applied to the pupil.
- The Attendance Officer will monitor patterns of attendance to lesson and when appropriate will inform Director of Learning / Head of Year. Director of Learning / Head of Year will support the Subject Leaders in addressing the truancy issues.
- The Attendance Officer / Director of Learning / Head of Year / and the Learning Mentor will meet on a half termly basis to discuss any problems with attendance and enlist support with persistent non-attenders. The Assistant Headteacher for Attendance has a range of strategies at their disposal to ensure pupils have good attendance. (See the Attendance Policy).
- All tutors should inform their Director of Learning / Head of Year / Attendance Officer / Learning Mentor if they have any concerns about a pupil's attendance.
- The school operates a 'First Day Response' system with absentees' parents/carers being contacted on the first day of absence.
- All staff to challenge pupils out of lesson, pupils should have a toilet pass

SECTION 7

Internal Isolation

- Internal exclusion is used as a response to serious behaviours.
- The decision to internally isolate rests with the Headteacher and delegated members of the Senior Team who will notify relevant teachers via email.
- Internal isolation is staffed on a rota basis by Learning Mentors.
- Parents are informed about internal isolation via telephone on the morning of the internal isolation.
- Mobile phones are removed from the pupils.
- The internal isolation room should remain silent at all times.
- Pupils will complete class work which is delivered by the class teacher on the morning of the internal isolation.
- Internal isolation is inclusive of social time. Break time is staffed by Learning Mentors and Lunch time is staffed by SLT.
- Pupils should not be punished multiple times for the same event. Therefore, any detentions as the same reasons for the internal isolation should be removed.
- Sims should be updated with a log explaining the reason for the internal isolation by the Headteacher or delegated members of the Senior Team who made the decision to internally isolate.
- Unless in exceptional circumstances a pupil can only be internally excluded twice in a half term. External exclusion will be considered as a sanction for subsequent repeated poor behaviour.
- Internal isolation can also be used for low level repeated issues.

SECTION 8

Expectations of Pupils

Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors. Therefore, we expect the following:

- Good behaviour on all transport, including walking, to and from school
- Good behaviour on educational visits or learning opportunities in other establishments, and
- Good behaviour on the way to and from school

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

The Senior Leadership Team and relevant staff will manage poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, community service, and fixed term exclusion, or in very serious cases, permanent exclusion.

In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- Whether the welfare or education of the pupil or others was affected.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

SECTION 9

Guidelines on the Use of Detention

Staff can make use of breaks or lunchtime detentions as a first recourse.

After school detention will be a timely system of consequence on the same day or as close to the event as possible. (Tues/Wed/Fri)

Tariff

30 minute detention will be held on the day, or as close to the event as possible, if:

- Where the pupil has been issued with a Subject leader referral

One hour detention will be held if on call is activated or where pupils have missed a detention.

Where and When

B104 immediately after the end of the school day. Class teacher the period before the school day ends to escort the child to B104. Pupils will be marked in red on the register.

SIMS

SIMS will be used to register the behaviour immediately and the appropriate member of staff to contact home to explain to the family that a detention has been issued and that appropriate transport will be required.

Staffing

2 middle leaders per day

1 SLT per day

Restorative Practice

Any teacher who has referred to a Subject Leader is invited to the detention at the start to speak with the child about what went wrong and how to avoid further issues. This is an attempt to rebuild the relationship between a staff member and a pupil (This would happen outside of B104).

Use of Detention

Subject Leader Detention:

- Once logged on SIMS the parents/carers will be contacted via school comms text by admin staff.

Class Teacher Detention:

- The time, place and reason for the detention must be recorded in EduLink One (as a message).
- Pupils who fail to attend the class teacher's detention should then receive a further detention from the Subject Leader

Senior and Middle Leaders' detention:

- Senior and Middle Leaders' detention will run on a Tuesday, Wednesday and Friday straight after the school day ends.
- Pupils who are placed in detention will receive a school comms text home advising of the detention.
- The period 5 or 6 teacher (depending on the day of the detention) will escort the pupil to the detention. Pupils will be identified on the register in red.
- Detention will be supervised by a team of Middle and Senior Leaders. This will be organised as follows:
 - First 30 minutes to be supervised by two middle leaders.
 - Second 30 minutes to be supervised by a senior leader.
- Director of Learning / Head of Year / Learning Mentor will take appropriate action to ensure pupils attend detention

Lines of communication

- Admin staff to deliver the register and detention folder to room B104.
- Middle Leaders will complete the register and return this to the Admin Centre immediately.
- Admin staff to notify Head of Year and Learning Mentor about absent pupils. Where appropriate pupils added to the next available detention (Parents notified via school comms text).
- If internal exclusion is to be considered Head of Year / Learning Mentor to inform the Headteacher or delegated members of the senior team.

Failure to attend after school detention

- Pupils who fail to attend an after school detention will be given a second chance.
- Head of Year / Learning Mentor will see the pupil and explain and if needed contact home to ensure attendance (1 hour detention)
- If the pupil missed the second detention this will result in a one day internal exclusion.

SECTION 10

Serious Misbehaviour/Exclusions/Behaviour Support

Serious Misbehaviour

Where appropriate the school will seek to employ strategies to avoid permanent exclusion which it regards as the last resort. However, some kinds of misbehaviour are so serious that they carry a risk of a permanent exclusion or lengthy fixed term exclusion for a first offence.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's Behaviour Policy; and
- Where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

For example:

- serious actual or threatened violence against another pupil, member of staff, group or against the school as a whole;
- sexual, racial, homophobic or religious abuse or assault directed against another individual;
- involvement with illegal substances such as bringing a substance and/ or paraphernalia on to the premises, supplying, offering to supply or arranging to supply a substance for another pupil as stated in the Drugs and Substances Policy;
- carrying and/or using a weapon, potential weapon or imitation weapon;
- serious deliberate damage to school property or the property of others

Other kinds of misbehaviour which, if confined to an isolated incident, may warrant a shorter fixed term exclusion (dependent upon the circumstances), but will be regarded as far more serious if repeated after a warning or prior punishment, for example:

- disruption of teaching and learning;
- theft;
- rudeness towards (especially swearing) or intimidation of staff or other pupils;
- bullying, smoking, vaping
- bringing alcohol, cigarettes, e-cigarettes, matches, lighters, fireworks or other banned items onto school premises

Restorative practice should be used in conjunction with punitive sanctions.

The Violent Crime Reduction Act 2006 gives the Headteacher, or his delegated representative, the right to search pupils for offensive weapons. The police must be informed of the seizure of knives, blades or offensive weapons or any other things where there are reasonable grounds for suspecting are evidence in relation to an offence, found in the course of a search of a pupil. **This can include drugs, cigarettes and alcohol.**

Where there is a risk of further exclusions, a running log will be initiated and further support strategies initiated, monitored and evaluated.

Exclusions

The Department for Education (DfE) published revised guidance on exclusions effective from September 2017:

The school's responsibilities:

- During the first 5 days of any exclusion the school will set work for the pupil. From day 6 an excluded pupil must receive full-time education arranged by the school, if the exclusion is fixed term. In the event of permanent exclusion, the responsibility for day 6 provision rests with the Local Authority.

Parents'/Carers' responsibilities:

- During the first 5 days of exclusion parents/carers must ensure their child is not in a public place during school hours without good cause. Parents/carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this requirement.
- From day 6 parents/carers must ensure that the pupil attends full-time education by the designated provider.

All incidents that may result in exclusion must be thoroughly and fairly investigated. The investigation will follow a given procedure.

Behavioural Support

The school believes firmly that pupils who are experiencing difficulties with their behaviour should be supported in learning how to improve their behaviour so that they are able to make the most of the opportunities offered by the school.

The school wants all pupils to feel happy and secure in school. Pupils who are experiencing difficulties with their behaviour may rarely experience this feeling. In addition, their behaviour can have an impact on the education of other pupils and, on occasions, how happy and secure they feel in school.

It is essential that the impact of any poor behaviour on other pupils is not forgotten and, therefore, needs to be considered when deciding on the most appropriate ways to support pupils who are experiencing difficulties with their behaviour.

The ways pupils are supported will always be decided on an individual basis. Pupils will be involved fully in the decisions being taken to provide them with support. This does not mean that pupils will have the right to refuse to comply with a particular course of action. They must, however, have the reasons for the course of action clearly explained to them.

Parents/carers should be involved at all stages. When parents/carers work in partnership with the school, the chances of a successful outcome are increased considerably.

The school works closely with Educational Psychologists, Behaviour Support Services, Hospital and Home Tuition, Police Community Officers, Social Services, LAC Team, WCLC (West Cumbria Learning Centre), alternative provision at Richmond House, plus any other agencies we feel may be able to offer support, e.g. YOT (Youth Offending Team), the Multi Agency Support Team.

The school will work with parents/carers and children to agree an individual behaviour management plan.

Individual behaviour management plans will be used to detail strategies that can be used to support young people in the classroom.

Summary

The school recognises that where there are behaviour problems, a single 'fix' is rarely the solution and that a range of support strategies need to be investigated so that the pupil concerned receives the most appropriate support to help resolve the situation.

Monitoring and Evaluation

Monitoring of progress towards implementation of this policy annually by Assistant Headteacher Behaviour and Standards.

Issued on behalf of the Governing Body by:

A handwritten signature in black ink, appearing to read 'J. McQuinn'. The signature is written in a cursive style with a large initial 'J' and a long, sweeping tail.

Chair of Governors

Reviewed: December 2020

To be reviewed: November 2021

SECTION 11

Appendices

- Appendix 1 - Staged Approach to Classroom Low Level Disruption
- Appendix 2 - On Call
- Appendix 3 - Communication
- Appendix 4 - Rewards
- Appendix 5 - Exclusion Categories
- Appendix 6 - Investigating an Incident which may lead to Exclusion
- Appendix 7 – Behaviour Ladder

APPENDIX 1 - Agreed Staged Approach to Classroom Low Level Disruption

<p style="text-align: center;"><u>1st step - Reminder</u></p> <p>This will be a an obvious warning mentioning the behaviour that is not acceptable and emphasising to the pupil your expectations for their behaviour.</p>	<p style="text-align: center;">Classroom Teacher</p>
<p style="text-align: center;"><u>2nd step - Reminder</u></p> <p>The pupil's name should be written on the board. Again remind the pupil that their behaviour is not acceptable and that if they choose to break the rules again that they leave you no choice but to issue a sanction/detention. Tell them to think carefully about their next move and that the choice is theirs.</p> <p>During warning 2 you may decide to move the pupil within your classroom to a place that might help them continue.</p>	<p style="text-align: center;">Classroom Teacher</p>
<p style="text-align: center;"><u>3rd step - Sanction</u></p> <p>I saw/heard you choose to<i>behaviour</i>.... You have chosen to receive a sanction/detention and we will discuss this calmly later.</p> <p>This is non-negotiable and pupils must understand and believe that there will be inevitable consequences if they make the wrong choices.</p> <p>If you choose to break the code of conduct again you leave me no choice but to remove you from the classroom and refer you to the Subject Leader. Tell them to think carefully about their next move and that the choice is theirs.</p> <p>You may decide to tell the pupil that the length of the sanction/detention will be determined by the level of work they do from that point.</p> <p>Put a mark by the pupil's initials indicating that they have received a sanction/detention. Record the incident on SIMs. Logging an Incident on SIMs does not equate to a sanction</p>	<p style="text-align: center;">Classroom Teacher Record the incident on SIMs</p>
<p style="text-align: center;"><u>4th Step –Removal</u></p> <p>Departmental separation room used and the pupil receives a fixed length (30 minutes) after school detention with the Middle Leaders.</p> <p>If the “good neighbour” timetable is used then the teacher must send the pupil with appropriate work. Often it is useful to ask another pupil to accompany the isolated pupil to the separation room with a note for the other teacher.</p> <p>Each department should have an agreed “good neighbour” timetable.</p>	<p style="text-align: center;">Subject Leader Record the incident on SIMs</p>
<p>If a pupil fails to comply with the Subject Leader sanction the member of staff can invoke on call. On Call will lead to an additional 30 minutes detention.</p> <p>The member of staff requesting on call will add the record of the on call to SIMS.</p>	<p style="text-align: center;">On Call staff</p>

The Classroom Teacher has discretion to jump any of the above stages as they deem appropriate for the behaviour that they are dealing with

APPENDIX 2 - On-Call

Ideally, On Call is at the request of the Subject Leader however, the Classroom Teacher can request On Call should they feel it is appropriate for the behaviour that they are dealing with.

If a pupil is referred to the Subject Leader or “good neighbour”* but continues to misbehave or ignore the Subject Leader request, the Subject Leader can invoke On Call using the emergency alert button on SIMS. The member of staff ‘on call’ will then attend the Subject Leader’s classroom, where he/ she will either remove the pupil on called or supervise the class to allow the Subject Leader to deal with the incident.

The senior teacher ‘on call’ will not be responsible for dealing with the incident but can advise on a possible course of action. The pupil concerned will be dealt with by the appropriate person under the normal disciplinary procedures of the school.

An On-Call SIMS entry should be made by the member of staff who requests On Call.

Line of Communication

Class teacher → Subject Leader / good neighbour* → On-Call

Line of Paper work

Class teacher (Update SIMS as Subject Leader Referral) →

Subject Leader (Update SIMS as ‘On-Call’) →

SLT

* where reference is made to the “good neighbour”, colleagues will remain mindful of year group bubbles in line with the most up to date government guidelines.

APPENDIX 3 – Communication

Lines of Communication

The following should be observed when reporting incidents.

- All issues should first be passed to the relevant SL or DOL/HOY. The SL/DOL/HOY will decide whether they are able to address the situation.
- If these colleagues are able to effectively address the situation or comment in a timely manner, they will do so, and will inform the relevant member of the senior team of their action(s).
- If they are unable to effectively address the issue they should refer it to their direct line manager who will offer advice as to the appropriate course of action they should take.
- If the AHT is unable to effectively support the issue a member of the Headship Team will be notified and at their discretion the Headteacher will be informed.

APPENDIX 4 - Rewards and Commendations

We very much believe at St Benedict's Catholic High School in rewarding pupils for 'getting it right in school' and for making positive contributions to school life.

SIMS is used as a rewards system, where teachers award pupils SIMS points (with real monetary value, 1 SIMS point = 1p) for such things as good work, effort and attendance. Pupils then accumulate their SIMS points and at the end of every term these will be converted into shopping vouchers in multiples of £5.

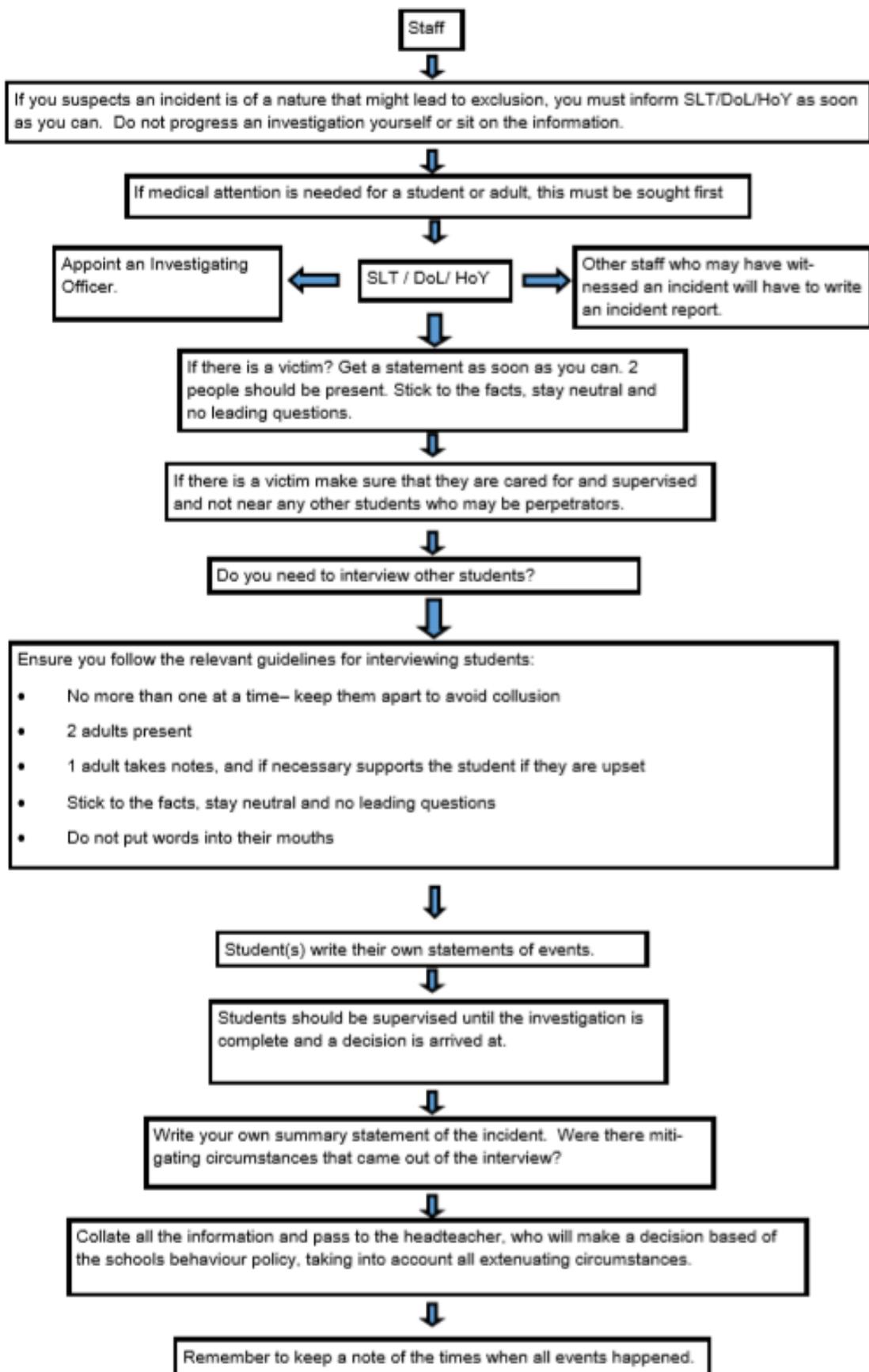
Pupils can check their SIMS points balance with their Tutor. A reward tariff has been devised to help staff reward pupils consistently.

The 6th form operate a separate rewards system in the Honour Roll System.

APPENDIX 5 - Exclusion Categories

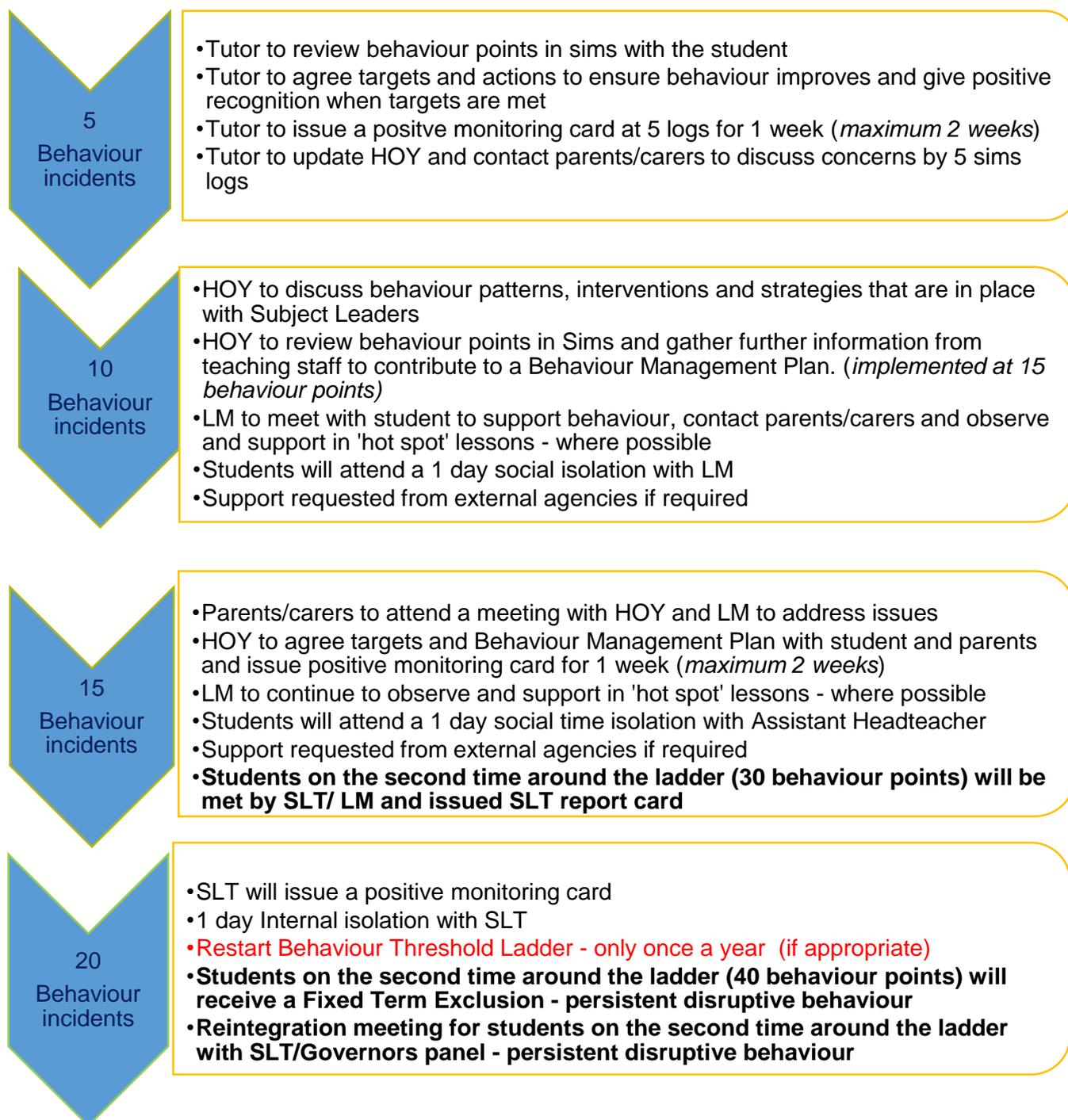
Description	Code	Number	Description	Code	Number
Abuse – Sexual Orient & Gen Id	LG		Physical Assault against pupil: Fighting/Wounding/Violent behaviour/Obstruction and jostling	PP	
Abuse Relating to Disability	DS		Racist Abuse: Racist taunting and harassment/racist bullying/swearing that can be attributed to racist characteristics/derogatory racist statements/racist graffiti	RA	
Bullying Verbal/homophobic bullying/physical/racist bullying	BU		Sexual Misconduct: Sexual abuse/sexual harassment/sexual bullying/sexual assault/lewd behaviour/sexual graffiti	SM	
Damage: Vandalism/Graffiti/Arson	DM		Theft: Stealing school property/selling and dealing in stolen property/stealing personal property (pupil or adult)/stealing from local shops on a school outing	TH	
Drug and Alcohol related: Possession of illegal drugs/drug dealing/alcohol abuse/inappropriate use of prescribed drugs/smoking/substance abuse	DA		Use/Threat – Offensive Weapon	OW	
Inappropriate use Online Tech	MT		Verbal abuse/threatening behaviour against adult: Threatened violence/Swearing/Intimidation/Aggressive behaviour/ Homophobic abuse and harassment/Carrying an offensive weapon	VA	
Persistent Disruptive Behaviour: Challenging behaviour/persistent violation of school rules/disobedience	DB		Verbal abuse/threatening behaviour against pupil: Threatened violence/swearing/verbal intimidation/aggressive behaviour/ homophobic abuse and harassment/carrying an offensive weapon	VP	
Physical Assault against adult: Violent behaviour/Obstruction and jostling/Wounding	PA		Wilful and repeated transgression of protective measures to protect public health	OT	

APPENDIX 6 - Investigating an Incident which may lead to Exclusion



Appendix 7 – Behaviour ladder

This ladder operates on an **academic year** basis. This ladder runs alongside the graduated response.



The final outcome would be consideration of Permanent Exclusion