



ST BENET BISCOP
CATHOLIC ACADEMY

Student Behaviour Policy (including exclusion)

Document Control

Owner: **Ms Lewis-Dale**

Date of last review: **September 2024**

Date of Governor Approval: 9 October 2024

Review date: **September 2025**

*To seek wholeness through faith,
Quest and learning
To become what God intends us to be.*

1. Purpose

St Benet Biscop Catholic Academy is a learning community built upon empowering individuals to become the best that they can be in a way that is rooted firmly in the values of the Gospel and expressed in our mission statement. St Benet Biscop believe that every child has God given gifts and talents, and as a school community, we see it as our responsibility to ensure that these talents are nurtured, and that children flourish during their time with us. We aim to ensure that our students have a sense of belonging feeling safe in our school community: that they feel like they have significance, and value, and that as a student body, they are all equal. As a Catholic community we have a responsibility to enshrine in our treatment of people, those values that lie at the heart of the Gospel message.

It is the statutory responsibility of Governors, the Headteacher and all staff to promote excellent behaviour and discipline in every part of school life to enable a caring, safe and respectful environment that enables excellent teaching and learning to take place, and for all of our students to reach their potential.

Governors believe:

- The quality of learning, teaching and behaviour are inseparable issues, and the responsibility of all staff
- Poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach
- The support of parents is essential for the maintenance of good behaviour
- It is our responsibility to provide a safe environment free from disruption, violence and bullying, which protects the well-being of the whole school community.



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To achieve this aim, the Governors seek the support of parents and carers for the Headteacher and all staff.

Our Behaviour Policy is based on the following fundamental beliefs:

- The quality of learning, teaching and behaviour are inseparable issues, and the responsibility of all staff
- High expectations lead to self-efficiency, self-belief, resilience, self regulation and motivation supporting well being and academic achievement.
- The support of parents is essential for the maintenance of good behaviour
- It is our responsibility to provide a safe environment free from disruption, violence and bullying, which protects the well-being of the whole school community.

2. Aims of the policy

This policy aims to:

- Promote our ethos and values, including fundamental British Values
- To have the highest expectations of student behaviour in order to ensure all learners, including the most disadvantaged students and students with SEND, are provided with the knowledge, skills and cultural capital they require for future learning and employment
- Promote positive attitudes in students towards behaviour and learning and explain how we celebrate the success and achievement of students
- Ensure that all students develop excellent behaviour for learning and understand our high expectations and the consequences of not meeting these.
- To create a culture focused on attaining excellence in which students are enabled to become mature, self-disciplined, industrious people who are able to accept responsibility for their own actions
- Raise awareness of the statutory rights of schools in promoting good behaviour.

It is the responsibility of all staff to enforce the behaviour policy at St Benet Biscop Catholic Academy under the guidance of senior pastoral staff and the leadership of the Headteacher.

3. Ethos

Our commitment to learning ensures that our dedicated and caring community is constantly striving for improvement and excellence in all aspects of academy life. We have the highest expectations for every individual and our strict practices and routines nurture a genuine sense of moral purpose, personal responsibility, integrity and respect for others.

Students are supported through our strong pastoral structure and by having clear expectations. We have a shared belief that everyone is equal, everyone matters and that learning should be engaging and enjoyable.



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There are three key strands in the mission statement. Faith, quest and learning. Through these three strands we ensure that our student live out our rise values to allow them to “Rise up and Shine”, to become what God intended them to be.

Rise up to Faith: St Benet Biscop students show faith in themselves, each other, staff and God. They use their God given gifts to be the person God intended them to be.

Rise up to Quest: St Benet Biscop students enrich and enhance their lives by engaging in extracurricular and careers activities to help them on their journey.

Rise up to Learning: St Benet Biscop students are ready to learn and take pride in their class work and homework. They are prepared and have the correct equipment.

The St Benet Biscop Way is rooted in the Gospel values and lived out by our community. Our RISE values are:

The St Benet Biscop Way - Rise up and Shine

Respect: We celebrate the uniqueness of each individual.

Resilience: We ‘stick at it’ and remain positive so we have the strength to persevere.

Integrity: We are truthful and honest in all areas of life.

Self-discipline: We follow the rules; first time, every time.

Excellence: We work hard and persevere in order to be the best version of ourselves.

4. Promoting positive attitudes and good behaviour

We have high expectations of all our students and promote positive attitudes and behaviour in a number of ways:

- RISE Values- 100% Excellence. All students are explicitly taught, and deliberately practise, our routines. We strive for 100% excellence in both lesson time, movement around the school and social time.
- Through staff training and having positive adult role models
- By sharing our expectations in classrooms, assemblies and tutor time through our 100% Excellence Rise up and Shine expectations and student RISE expectations.
- By rewarding good behaviour, positive attitudes and progress
- Through positively implementing policies on behaviour, punctuality, attendance, uniform and homework
- By dealing quickly and effectively with all incidents of poor behaviour, including bullying or prejudice related behaviour where students do not meet our high expectations
- By accessing support from external agencies
- By ensuring all staff plan for high quality lessons, using strategies appropriate to the ability and needs of the students



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5. Positive Praise and Rewards

We firmly believe that rewarding students for their positive behaviour, hard work, and contribution to the school is important.

- The current year we are relaunching our school mission and values. Students will be given opportunities to Rise up and shine. With a focus on holistic development and leadership this will allow opportunities for demonstrating excellence and related recognition.
- Students are awarded merits for demonstrating our RISE values and School Mission.
- We will always find opportunities to award merits outside lessons when students are demonstrating kindness or compassion for others, or otherwise embracing our ethos and values.
- Staff are role models for positive and respectful behaviour
- Praise Post cards are used by departments and Heads of Progress to recognise effort and attainment
- Termly awards assemblies celebrate our community
- Treats and breakfasts with Heads or Progress and the Headteacher
- In class, teachers use verbal and written praise in feedback with What Went Well; warm encouragement and a focus on positive relationships

(b) Parents/carers

Parents/carers are expected to take responsibility for the behaviour of their child(ren) both inside and outside the school. They are encouraged to work in partnership with the school to support it in maintaining high standards of behaviour. It is important therefore they support the school rules and sanctions given, should their child break the school rules.

(c) Students

Students are expected to take responsibility for their own behaviour, respect all members of the community and follow the school rules. They have a responsibility to ensure that incidents of poor behaviour, vandalism etc. are reported.

(d) Student support

There is consideration of whether a student's SEND has contributed to the misbehaviour as well as whether any reasonable adjustments need to be made to the sanction. Additional support may be put in place in conjunction with the SENDCo or other lead professionals.

6. Adherence to Government guidelines & statutory powers

In managing student behaviour, we will adhere to the guidance set out in "Behaviour in Schools: Advice for Headteachers and School Staff": September 2022, and other relevant legislation.



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In particular the following points from this guidance/legislation should be noted:

Teachers' Responsibilities

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The responsibility also applies to all paid staff with responsibility for students, such as learning support assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers are able to impose detention outside school hours.
- Teachers can confiscate students' property

Detention

- Teachers are able to issue detention to students (aged under 18).
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - any school day where the student does not have permission to be absent;
 - weekends - except the weekend preceding or following the half term break; and
 - non-teaching days—usually referred to as 'training days'.

Confiscation of Property

There are two sets of legal provisions which enable school staff to confiscate items from students, and the school reserves the right to exercise these provisions. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a sanction, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. School staff also have the power to search without consent for prohibited items, which include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item banned by the school rules which has been identified in the rule as an item which may be searched for.

If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and/or
- a search of personal property (e.g. bag or pencil case within a locker).



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Any search of a student or their possessions will be carried out in the presence of the student and another member of staff. Where a student is searched, the searcher and the second member of staff present will usually be the same gender as the student. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance "Screening, Searching and Confiscation".

Banned Items

- Mobile phones should be switched off or on silent and neither seen nor heard on school premises
- Aerosols
- Carbonated drinks
- Glass containers
- Chewing gum

When items are confiscated by school staff the following will be the result:

- Mobile phones or other personal devices will be handed in to Student Reception. They can be collected by parents / guardians at the end of the school day.
- Non-regulation uniform or jewellery will be kept for five school days or until the next school holiday (whichever is nearest). Students can collect the items at the end of the relevant school day.
- Weapons and knives, extreme or child pornography or illegal substances will always be handed over to the police.
- Cigarettes, cigarette papers, lighters and e-cigarettes will be disposed of.
- Other confiscated items may be returned to the student at an appropriate time at the discretion of the member of staff.

Power to Use Reasonable Force

In line with Government guidance members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom. They may also use reasonable force when conducting a search without consent of knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or to cause harm. Force is only used after strategies to de-escalate a situation are used. Force is never used as a form of punishment.

Those exercising the power to use reasonable force will take into account any SEND a student may have. Force will be used only as a last resort and the school will take steps to ensure that those exercising this responsibility have been trained in positive handling techniques.



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Any complaints about the use of force will be dealt with in accordance with the school's complaints procedure.

6. Managing behaviour

Staff employ:

- High expectations
- Positive relationships
- Consistent application of the Behaviour Policy and Staged Behaviour Process
- High expectations regarding uniform and equipment
- Effective classroom management

In 2022-23 a focus on developing a restorative practice culture was introduced and this continues to be embedded in 2024-25

- Targeted interventions
- Praise and rewards

Sanctions Low level teacher strategies include:

- Staged Behaviour Process
- Verbal and non-verbal cues
- Movement of seats
- 'Time out'
- Loss of break or lunchtime •
- Removal Timetable

Whole school strategies include:

- Intervention meetings with student
- Use of restorative practice with individual student/ peers
- Student-Parent meetings
- Lunchtime and after-school detentions
- Praise and rewards
- Behaviour support including anger management
- SENCO assessment and support
- Staged report card system
- Individual Pupil Support Plans
- SLT On Call system
- Internal Suspension: time in Lesson Remove
- Fixed Term Suspension
- Working with external agencies



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We ensure that students are taught about child-on-child abuse and bullying, including online behaviours, through the explicitly taught Personal Development curriculum including RSHE and Core Studies, through the whole school delivery of 'Healthy Relationships' and active promotion of the fundamental British Values.

Child on child abuse is referenced in the Child Protection and Safeguarding Policy. The sensitive nature and specific issues involved with child on child necessitate separate policy guidance.

Sexual harassment (staff follow the SCAR approach)

STOP - stop when you notice

CHALLENGE - challenge the comment or behaviour

ADDRESS - let the child or young person know that it is not appropriate or acceptable

REPORT- All incidents should be reported.

7. Sanctions

We have high expectations of all of our students, and we will work hard to ensure that behaviour in school is exemplary, every day. The rare incidents of poor behaviour which do occur will be managed using the system outlined below. This is not a rigid set of rules, and each individual set of circumstances will be considered, but it is a guide for students, staff and parents or carers, to ensure that incidents of poor behaviour are dealt with consistently and transparently.

The vast majority of our students never receive a sanction because they follow instructions and behave exceptionally well every day.

Consequences for Poor Behaviour

A warning is given to allow student the opportunity to correct behaviour before a detention is given for the following:

- Disrupting learning
- Defying a member of staff
- Poor effort
- Disrespect.
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A detention is given for:

- Poor behaviour in corridors or around school (running, pushing, etc.)
- Incorrect equipment or uniform
- No homework (or poor effort)
- Lateness
- Banned items (i.e. chewing gum, energy drinks).

The loss of privileges – for instance, the loss of a responsibility or representing the school and school-based community service are also sanctions used.



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Removal from Lessons

On Call is removal from lessons to complete work in another classroom or 'Lesson Remove' for repeated negatives within one lesson or for severe defiance or disruption.

The number of lessons / days spent removed from lessons and working with key staff (SLT, HOP or SEN staff) is at the discretion of the Headteacher, Deputy Headteacher or Assistant Headteacher, but reasons may include:

- Failing to attend after school detention
- Absconding from after school detention
- Serious misconduct
- Severe refusal to follow instructions
- Arriving to school in incorrect uniform
- Discrimination or prejudice towards another student
- Major incident, or damaging the school's reputation
- Possession of forbidden items
- Disrespectful behaviour towards a member of staff
- Multiple on-calls in one day
- Swearing
- Mobile phone or personal device seen or heard
- Being caught smoking (or using e-cigarettes) on the school site, in the vicinity of the school site in uniform, or being in the company of smokers.

Permanent Exclusions and Fixed Term Suspensions

On occasion serious incidents may occur which will result in students being fixed term suspended or even permanently excluded from school.

Fixed term suspensions may be used for breaches of school discipline or for persistent acts of poor behaviour which has a negative impact on others in school.

Fixed term suspension and exclusion is at the discretion of the Headteacher and can include but is not limited to the following:

- Persistent disruption and disrespect
- Serious violation of school rules
- Swearing at / intimidation of staff
- Threatening or violent behaviour towards staff
- Threatening or violent behaviour towards a student
- Absolute refusal to cooperate
- Persistent attitudes or behaviour which are inconsistent with the ethos of the school
- Drugs / alcohol / tobacco / vapes



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- Bullying, including cyber bullying
- Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Prejudicial comment or action based upon a person's race, religion, sexual orientation or disability
- Possession or use of weapons of any kind

Permanent Exclusion is at the discretion of the Headteacher and can include but is not limited to the following:

- Persistent refusal to follow school rules of school rules
- Persistent disruptive behaviour
- Persistent attitudes or behaviour which are inconsistent with the ethos of the school
- Serious assault of a student
- Serious threat of assault or assault on a member of staff
- Malicious accusations against a member of staff
- Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol and tobacco
- Deliberate damage to school property or the property of others including graffiti and vandalism.
- Other serious misconduct toward a member of the school community or which brings the school into disrepute (single or repeated episodes), on or off the school premises
- Swears at, or is personally insolent to a member of staff either in school or outside school.

We follow the guidance surrounding suspensions and exclusions set out by the Department for Education.

Students with SEND needs

Where a student is identified as having SEND needs or where there is the possibility of unidentified or emerging SEND needs our school makes reasonable adjustments to ensure that the individual needs of the student are met. SEN strategies to support behaviour include:

- Behaviour Policy specifically considers the needs of SEND students and that those needs will be taken into account and reasonable adjustments made
- Pupil Passport: individual overview of each student and their needs and the strategies teachers must use to support access to learning and positive behaviour
- Whole school staff training has been delivered on de-escalation strategies and trauma informed to support staff in understanding the context of students demonstrating more serious behaviours and how they can effectively respond



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- Specific SEN CPD has been delivered regarding the specific needs of students and strategies for supporting them including SEND teacher breakfast CPD.
- The SENCO includes numbers of suspensions, credits and debits in pupils support plans, students may have a target in their SEN support plan to support their behaviour in lessons with identified provision that school provides to support with the target.