

Behaviour Policy

1.1 The Principles

St Bede's believes that good behaviour in all aspects of school life is necessary to enable effective teaching and learning to take place. It therefore seeks to create a caring and learning environment based on the Gospel values of peace, justice and reconciliation in the school by:

- creating a sense of good order and self-discipline characterised by fairness and justice;
- promoting self-esteem, a proper regard for authority, and positive relationships based on mutual respect;
- ensuring fairness of treatment for all and encouraging a consistency of response to both positive and negative behaviours;
- providing a safe environment free from disruption, violence, bullying, and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach in the implementation of the school's policy and procedures
- recognising that reconciliation plays a fundamental part of the management of the behaviour of children and young people.

1.2 This policy relates to:

- all activities organised by the school for pupils both during and beyond the school day including all extra-curricular activities and educational visits;
- work experience, school placements and extended work experience placements;
- the period when pupils are in school uniform and making their way to and from school;
- the rights of pupils and staff to use social media appropriately without fear of embarrassment or bullying;
- the right of school staff not to be subjected to harassment at any time in their professional or private lives.

2. The roles and responsibilities of all members of the school community

2.1 The Governing Body will establish, in consultation with the Headteacher, staff and parents, this policy for the promotion of good behaviour and keep it under review. It will ensure that:

- it is communicated to pupils and their parents;
- the expectations are clear;
- it is non-discriminatory.

2.2 The Headteacher is responsible for:

- promoting good behaviour and discipline in line with this policy;
- drawing up this written statement, and any accompanying documents, which will include the making and enforcing of rules to:
 - promote self-discipline and proper regard for authority;
 - encourage good behaviour and respect for others;
 - prevent bullying;
 - ensure that standards of behaviour among pupils are good
 - regulate pupils' conduct;
 - ensure that punishments are in proportion to offences and enable pupils to make reparation when appropriate;

3. A positive attitude and an 'encouragement' approach are recognised as being more effective in managing pupils' behaviour than merely punishing pupils. The school uses the following rewards so that pupils see the value of good behaviour and therefore learn from their experience:

- Verbal Praise: Every opportunity should be given to congratulate pupils on their effort/behaviour.

- Bedes Points System: 'bedes' are awarded following regular assessments, for good uniform and for high standards of work, helping around the school etc. Reward trips and the Year 11 Leavers' Ball, are dependent on having gained an average of 500 bedes for the year.
- Assemblies: These are used to praise pupils, recognise good effort and celebrate achievement. College have a rewards assembly at the end of year term to celebrate the successes and achievements of College members.
- Letters, praise post cards and telephone calls home: Personal contact can be made on a departmental basis and reported to the Head of College to recognise high standards of effort and/or achievement and/or improvement;
- Work Displays: Every opportunity is taken to display work, both within the classrooms, and on notice boards around the school;
- Referral to Senior Staff: when a child has worked with a high standard of effort and/or achievement the pupil can be referred to Curriculum Leaders, Heads of College, Senior Leadership and Headteacher for special praise.

4. Pupils' conduct beyond the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school may discipline a pupil for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:

could have repercussions for the orderly running of the school;

- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the headteacher as outlined below

5. Prohibited items , search and confiscation

5.1 The school has a statutory power to search pupils or their possessions, with or without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited or banned item or for their own safety.

5.2 Prohibited items which may be searched for:

- knives or weapons, alcohol, illegal drugs and 'over the counter' medicines, stolen items, fireworks, tobacco and cigarettes, e-cigarettes, lighters, papers pornographic images.

5.3 Mobiles phones may be confiscated in line with the schools' mobile phone policy

6. Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. A decision to exclude a child permanently is a very serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child. There will, however, be

exceptional circumstances where, in the Head teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug;
- d) carrying an offensive weapon.

The school may inform the police where a criminal offence may have taken place.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where the headteacher has permanently excluded a pupil for i) one of the above offences; or ii) persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises and where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the governing body to reinstate the pupil.

7. Fixed Term Exclusion

A decision to exclude a pupil for a fixed period will be taken on a balance of probabilities, in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention or placement in the Retreat would be considered inappropriate. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, the Headteacher will consider alternative strategies

8. Recording of Behaviour issues

Behaviour classes as 'level 2' and 'level 3' (see appendix A) will be recorded in the CPOMS system by the member of staff who responded to it. Through the system relevant staff will be alerted and further actions taken as necessary and recorded.

Appendix A
Levels of Behaviour and Responses

Level of Behaviour	Range of sanctions and responses and reporting	Responsibility for response
Level One <ul style="list-style-type: none"> • Distracting in class/ assembly • Lack of equipment/kit • Late for school/class • Lack of effort in class/homework • Litter/leaving plates in dining room • Fail to follow instructions • Use of mobile phone 	Verbal reprimand Move seats/position in lesson Confiscation of mobile phone School time detention After school detention	Class teacher Duty staff
Level Two <ul style="list-style-type: none"> • Persistent Tier One behaviour • Smoking/e-cigarettes • Refusal to accept sanctions • Throwing objects in school • Open defiance • Fighting/physical behaviour • Truanting from school/class • Verbal abuse to peers • Bullying and discrimination (first offence) 	Removal from yard/dining room/building Confiscation of items Placed in Retreat Detention Referral to support agency Restorative justice Whole school briefing/warning Education programme Fixed term exclusion Parental involvement	Academic leaders College leaders SLT Parents Recorded on CPOMS
Level Three <ul style="list-style-type: none"> • Persistent Tier Two behaviour • Theft • Vandalism • Premeditated assault • Verbal abuse to staff • Assault of staff • Possession of a prohibited items • Sexual assault/misconduct 	Fixed term exclusion Alternative provision Permanent exclusion	SLT Head of College Appropriate outside agency (inc police) Parents Recorded on CPOMS