

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;

BEHAVIOUR POLICY

- explain the arrangements for pupils to report bullying and how staff will investigate them.

2.3 Our staff are responsible for ensuring that the policy and its procedures are followed and consistently and fairly applied. The staff have a key role in advising the Headteacher on the effectiveness of the policy and its procedures.

2.4 Our parents and carers naturally take responsibility for the behaviour of their children both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

2.5 Our pupils are expected to take responsibility for their own behaviour and to be fully aware of the school's policy, its procedures and its expectations. Pupils will also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported to the school's staff.

THE ROLE OF THE TEACHER

2.6 Our school wants to be a place where our pupils are self-disciplined. It is recognised that young people need to have the ability to tell the difference between right and wrong and that they will want to explore the limits of what constitutes either good or unacceptable behaviour. It is the role of the teacher to help them come to an understanding of where these boundaries are. Teachers influence the behaviour of pupils and can do this positively by:

- being consistent in your dealings with all pupils;
- being punctual to lessons and be organised once you are there. Expect your pupils to do the same;
- ensuring that there is a good pace to your lesson. Do not give your pupils the chance to become bored;
- treating all pupils with respect and expect the same from them;
- being rigorous in following things up; e.g. detentions. Let your pupils know that if you say you will do something, it gets done;
- having a sense of humour and perspective.

3. THE WAYS IN WHICH THE SCHOOL ENCOURAGES GOOD BEHAVIOUR

3.1 The school uses the following examples to reinforce positive behaviour and to recognise the efforts of its pupils:

- Parents and carers are asked to sign a 'Home-School Agreement' on admission indicating that they support the school's efforts in the education of their child;
- extra-curricular activities and educational visits provide opportunities for pupils to enrich their education;
- School Council meetings give pupils the opportunity to express their opinions about aspects of school life;
- pupils are encouraged to think of others in need by raising money for charitable causes such as their College charities;
- good behaviour is encouraged and promoted in assemblies.

3.2 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/BANNED ITEMS, SEARCHING 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.

5.2 Prohibited items which may be searched for:

- knives or weapons alcohol illegal drugs stolen items fireworks tobacco and cigarettes, e-cigarettes, lighters, papers pornographic images

BEHAVIOUR POLICY

- any article that the member of staff reasonably suspects has been, or is likely to be, used i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

5.3 Mobile phones may be brought to school but they must be switched off before arriving on school premises (see mobile phone policy).

5.4 If a member of staff suspects a pupil has a prohibited / banned item in his/her possession, they should bring this to attention of a senior member of staff, College leader or pastoral manager who will briefly interview the pupil and then may instruct the pupil to turn out his or her pockets or bag and then search the pupil.

5.5 A pupil's possessions can only be searched in the presence of the pupil and another member of staff of the same sex as the pupil, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search.

5.6 Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

5.7 Members of staff can use such force as is reasonable given the circumstances when conducting a search for 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 cause harm.

6. THE WAYS IN WHICH SCHOOL DISCIPLINES PUPILS FOR INAPPROPRIATE BEHAVIOUR

6.1 It is acknowledged that at times some pupils do not behave in an appropriate manner. When this occurs the school expects its pupils to show remorse for their actions and to make reparation for their mistakes. The emphasis is placed on the pupil to take responsibility for her or his actions.

6.2 Breaches of normal discipline may result in sanctions or loss of privileges. Staff have a range of options available to them in dealing with a pupil's misbehaviour and will use them according to the seriousness of the situation. The aim is always for pupils to know that incidents of misbehaviour are dealt with and that the response is both fair and in proportion to the nature of the misbehaviour.

6.3 The following list identifies the range of sanctions that would usually be applied by either the subject or form teacher within the normal level of classroom management:

- Reminder of normal rules
- Word of correction
- Extra written work
- Task to help the teacher
- Referral to Subject leader who will decide on the next action
- Warning of consequence of repeat misbehaviour
- Detention at lunchtime or after school*

BEHAVIOUR POLICY

- Move to a new place in class
- Referral from lesson
- Staff must not place a pupil outside of a teaching room, unsupervised, for 'cooling off' even if for a short period of time.

(* Detentions can be arranged at the convenience of the teacher. Where a pupil is placed in detention after school parents will be informed or have given consent for 'no notice' detention.)

6.4 When there is an incident of more serious misbehaviour or there is a clear pattern of repeated misbehaviour, this will require the involvement of the Subject Leader or Head of College. At this level, the following sanctions would normally be used and recorded on the pupil's file:

- Communication to family
- Meeting with family
- Exclusion from daily timetable
- Temporary placement in another class
- Placed on work report / conduct report / target card
- Placement in Retreat by the Subject/Head of College Leader for the remainder of the lesson

Cases of poor behaviour of a pupil may warrant placement in the Retreat by the a senior member of staff or Head of College This may be to allow time for an investigation to take place before a decision is made on a suitable action. In other cases the sanction will be given so that a fixed term exclusion from school is avoided.

The intention with any of these sanctions is to deal with the indiscipline and then manage the pupil's behaviour in such a way that he or she achieves the required improvement. The involvement and support of the pupil's family will always be sought.

6.5 Concerns relating to repeated misbehaviour will cause the pupil's behaviour to be monitored for an agreed period of time by use of a daily report. Parents are notified of this and involved in discussion to help set targets that will achieve the required improvement.

6.6 The School recognises that if the misbehaviour continues to be repeated this can:

- constitute a Special Educational Need in itself;
- be indicative of a learning difficulty;
- be indicative of lack of appropriate social skills;
- be indicative of emotional upset related to circumstances either in school (e.g. bullying) or out-of-school e.g. abuse, bereavement, family turmoil.

6.7 Major disciplinary problems or persistent misbehaviour are the concern of the school's senior leaders including the Head of College, Assistant Headteacher, Deputy Headteacher and Headteacher. They are able to reinforce the range of responses normally used to deal with pupil misbehaviour and will seek the full co-operation and support of the pupil's family.

6.8 In extreme cases, or where the pupil shows persistently that he or she is unwilling to make the required improvement, the Headteacher will need to consider whether the pupil should be formally excluded from school for a fixed period.

BEHAVIOUR POLICY

6.9 When a pupil is responsible for a serious criminal offence - e.g. assault, harassment, theft of personal or school property, racism, a drug related incident - the school may consider involving outside agencies including the Youth Offending Team.

6.10 Victims of serious criminal offences are also advised of their right to report the matter to this police. The School recognises the implications of a police involvement and the potential damage to a young person's future that a criminal record can bring and will only take this step is absolutely necessary.

7. EXCLUSIONS

7.1 For those at risk of exclusion additional measures could include:

The school engaging with parents; a change of teaching set or class; curriculum alternatives at Key Stage 4 - including attendance at a further education college or another form of alternative provision; temporary placement in an in-school Learning Support Unit as part of a planned positive programme for pupils; temporary or part-time placement in alternative provision where they are able to provide preventative programmes and where it is felt to be more appropriate for the pupil to be away from the school site for a period of time; a managed move to another school with the consent of all parties involved - this can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion; consideration by the Special Educational Needs Co-ordinator (SENCO) of possible interventions within the school; assessment of Special Educational Needs, including possible placement in a special school; allocation of a key worker from within or beyond school such as a Learning Mentor; referral to a specific support service via Children's Services.

7.2 Removing pupils from a school site

There are four sets of circumstances in which individual pupils may be required to leave the school site, namely where:

- a) there is sufficient evidence that a pupil has committed a disciplinary offence and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.
- b) a pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the head teacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
- c) for medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a head teacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.
- d) the pupil is given permission by the head teacher, or person authorised by the head teacher, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily - this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupil's absence may be counted as an unauthorised absence. In all such cases the parent must be notified and the absence should be recorded. When making this decision, the child's age, vulnerability, and the parent's availability, will need to be considered. Please refer to the school's Uniform and Appearance Policy for details of the school's very clear expectations.

7.3 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.

7.4 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 and responses for addressing that behaviour, including alternative provision.