



St Bede's
Roman Catholic High School

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. (See Appendix A). 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. Rewards and sanctions

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.

There will be occasions where the school may use one or more of the following sanctions in response to unacceptable behaviour. These include:

- A verbal reprimand
- Expecting the work to be completed at home, or at break or lunchtime
- A pupil being removed from the classroom
- Detention at break or lunchtime, or after school
- Referring a pupil to a senior member of staff
- Letters or phone calls home to parents/carers
- Putting a pupil "on report"
- Agreeing a behaviour contract

We may use the Retreat in response to serious or persistent breaches of this policy. Pupils will be sent to the Retreat during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention may also be sent to the Retreat.

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

A pupil who is educated off-site and is dual registered (e.g. on an alternative provision placement or the trial phase of a ‘managed move’) who commits a disciplinary offence in that setting, can be sanctioned by the home school. This is particularly true if it results in the pupil having to return to St Bede’s following termination of his or her dual registration by the host school for a disciplinary reason.

5. Peer abuse, sexual violence and sexual harassment between children

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; For further information about sexual violence see Annex B. For further information about sexual harassment see Annex B.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All staff will understand what sexual violence and harassment constitutes in line with the comprehensive guidance provided in Part 1 of Keeping Children Safe in Education 2021. All staff should be aware that children can abuse other children (peer on peer/child on child abuse) and that it can happen both inside and outside of school or college and online.

It is important that all staff recognise the indicators and signs of peer on peer /child on child abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding peer on peer /child on child abuse they should speak to their Designated Safeguarding Lead (or deputy).

This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. In cases where the police are involved school will liaise with the police and discuss appropriate action. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children.

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

In addition, pastoral and safeguarding staff should be familiar with the DfE departmental advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges which contains further detailed information and the Pan-Lancashire procedures on Peer Abuse:

DfE: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
http://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.html

6. Prohibited items, search and confiscation

6.1 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.

6.2 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.

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

7. Suspension (Formerly referred to as Fixed Term Exclusion)

A decision to suspend 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 suspensions 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. 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:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- 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.

9. Recording of Behaviour issues

Behaviour classed as stage 3, 4 and 5 (see appendix B) 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.


10. The use of "reasonable force" in schools and colleges


There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term "reasonable force" covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances where a child needs to be restrained to prevent violence or injury. "Reasonable" in these circumstances means "using no more force than is needed". The use of "reasonable force" will only be used in exceptional circumstances and only then as a last resort.


[DfE advice template \(publishin.g.service.gov.uk\)](https://publishin.g.service.gov.uk)


Appendix A


The St Bede's Way
Be respectful to

Yourself 

Others 

Your School 

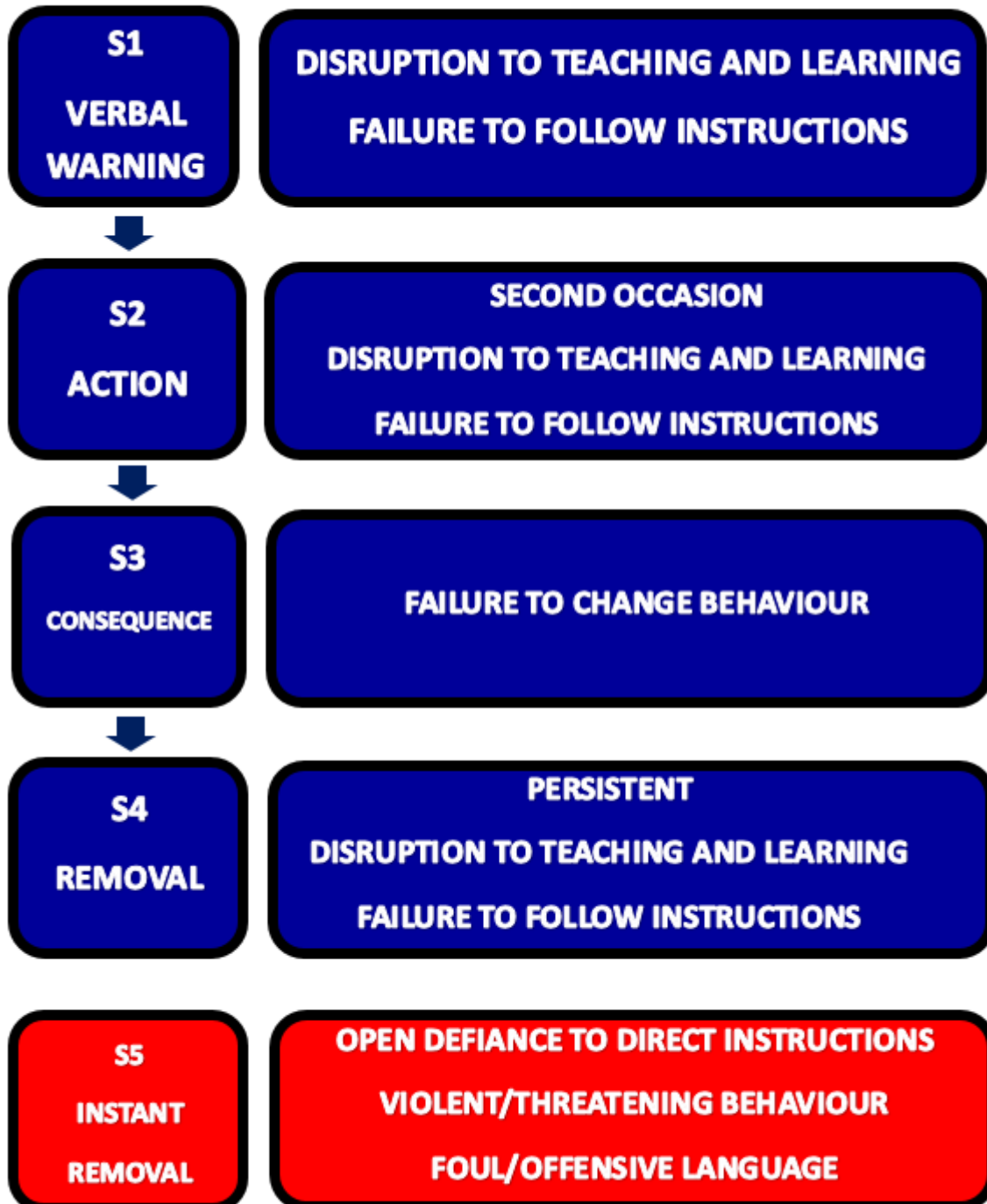
Your Faith 

 **St Bede's**
Believe all things are possible

Appendix B



Be ready to learn



Believe all things are possible 

Policies that can be linked to the Behaviour Policy:

- Health & Safety Policy
- Anti-Bullying Policy
- E-Safety Policy
- Safeguarding Policy
- Educational Visits
- Mobile Phone Policy
- SEN & Inclusion Policy

