



## Senior School Behaviour Policy

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Regulatory References	<ul style="list-style-type: none"> <li>● KCSIE (2022)</li> <li>● DfE Behaviour and Discipline in Schools (2016)</li> <li>● NMS Section 22</li> </ul>
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ISI requirement to be on School website	Y
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***This policy is considered a 'live' document and will be updated as statutory guidance is released***

**Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.**

## Vision, Mission and Values

### Our Vision

Where every child finds joy in their pursuit of brilliance

### Our Mission

We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

### Our Values

#### Be Compassionate

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

#### Be Courageous

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

#### Be Curious

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

#### Be Conscientious

Because dedication is a spearhead of success.

We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

## Policy Principles/Aims:

- I. This policy document sets out to promote and maintain honest, considerate and dependable behaviour amongst Bede's pupils.
- II. The core aim of the School is:  
"to provide an outstanding education to all of its pupils such that they leave as well-rounded, confident and successful members of the global community"

## Policy Aims

- a) To promote good behaviour
- b) To set out the sanctions to be adopted in the event of pupil misbehaviour
- c) To communicate clearly the expectations of the school and the clear sanctions resulting from falling short of those expectations; this transparency is designed to promote consistency, fairness and equality

## Statutory Guidance:

As above

### Associated Trust Policies:

- Bede's Child Protection Policy
- Anti-bullying Policy
- Complaints Policy
- Substance Misuse Policy
- Pupil Complaint Procedure
- Pupil Reasonable Force Policy
- Search and Confiscation Policy
- Admissions Policy
- Equality Policy
- SEN Policy
- EAL Policy
- Supervision of Pupils Policy
- Staff Supervision Policy
- Uniform Policy

## 1. School Rules (See appendix 1)

- I. These rules have been set out by the School in relation to:
  - a) Conduct and good behaviour
  - b) Self – respect and respect for others
  - c) Respect for property and the environment
- II. These rules are necessary so that pupils and staff are kept safe at the School, for the reputation of the School and for the protection of Bede's property and environment. They help to engender a healthy living and educational environment where young people can learn together and thrive.
- III. These rules apply to all pupils whilst they are at School, representing the School, on School trips & visits, travelling to and from school (for the avoidance of doubt these rules extend fully to all behaviour on school buses, please see School Rules Appendix 1a, S.8 below), whilst wearing School uniform and when pupils are associated with the School at any time.

## 2. Consideration for others

- I. An absolutely vital ingredient of a productive life in any community is the ability to behave with consideration for others at all times; an important element of this considerate behaviour will be inclusivity and the acceptance of difference.
- II. The most effective way for anyone to learn considerate behaviour and acceptance is through example. The teaching, other pastoral staff and senior pupils in the School have a vital role here: the example which they set will be followed by pupils who have joined the School more recently.
- III. The School's admissions principles ("Bede's welcomes a diversity of talents, interests, personalities and abilities, setting only baseline criteria for academic capability. Thus we do not admit pupils by academic selection or 'top-slicing' our intake") also plays an important part.

## 3. The Promotion of good behaviour and reward system (see Appendix 2)

- I. The staff of the School are committed to rewarding good behaviour. Praise is the greatest motivator.
- II. Formal rewards and awards are part of the School system for exceptional academic work, excellent academic effort, kind behaviour, considerate behaviour and compassion. These awards are given and formally recorded in the form of Head's Distinctions, Being Bede's Best Awards, Head of Year Certificates, Housemaster/mistress (Hm) prizes, Bede's Ovations, Merit awards.

- III. The School recognises that where challenging behaviour is related to a pupil's special educational need, protected characteristic and / or disability, the use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and assist their educational needs.

#### 4. Sanction for Breaches of School Discipline (see Appendix 2, 3a and 3b)

- I. *Imposition* – given for breaches of the school rules such as (but not limited to) lateness, poor uniform, late or incomplete work, minor disruption, and disrespectful behaviour towards others or property. Impositions are a record of poor behaviour and will be totted-up. If a pupil receives three impositions they will attract a Housemaster Detention (Hm detention). In the meantime, an individual imposition can attract:
- A task or service as designated by the awarding teacher or the pupil's Hm or Tutor, e.g. a piece of work or a community service task in house or within the school.
  - The removal of a school privilege for a designated time. The facilities within the School are there for the enjoyment of all pupils who are committed to behaving themselves within the Bede's community. As a result of an imposition(s) an Hm may arrange for an appropriate usual activity or use of a school facility to be removed from a pupil for a set period of time. After consultation with the AHD or AHB, exclusions of privileges will be at the discretion of the Hm and tailored to the offending pupil. They might include, (but are not limited to): exclusion from the village shop, exclusion from an early lunch, exclusion from the MPH, removal of a mobile device, exclusion from the school wifi network, loss of staying late privilege (day pupils), loss of 2<sup>nd</sup> prep privilege (boarders).
  - A discussion and guidance for the pupil about their behaviour, if a relevant teacher believes that the imposition itself, contributing towards a totting up towards further sanction, does not warrant further action.
- II. *Hm, and Head of Year Detention (Hm/HoY)* – Is given for stand-alone poor behaviour, which is judged to be of a serious enough nature or an accumulation of three impositions. Other sanctions are put in place by House; these are in accordance with good education practice and follow the guidelines set out in this policy (Appendix 3a to 3c).
- III. *Assistant Head Detention* - Is given for serious offences which do not require the escalation to a Deputy Head's Detention such as (but not limited to) unkind behaviour, e-safety infringements, accumulation of Impositions/Hm Detentions or minor physical poor behaviour. An AH Detention is issued by an Assistant Head at the Senior School.
- IV. *Deputy Head's Detention* – Is given for serious offences such as (but not limited to), unpleasant behaviour, a first smoking or E-smoking offence, cutting a lesson, being excluded due to highly disruptive behaviour, missing a sports fixture. A DH Detention is issued by the Deputy Head or Deputy Head (Operations) at the Senior School.
- V. *Head's Detention* – Is given for serious and / or highly unpleasant behaviour, alcohol misuse or accumulation of Deputy Head Detentions.
- VI. *Suspension* – A pupil may be sent home, or to their guardian, for a significant breach of School discipline. A pupil may be placed under suspension while a complaint is investigated or as a sanction in its own right.
- VII. *Leave from School.* – This is for cases of less serious breaches of the School rules, this may be caused by personal problems or upset when a pupil requires time out from School to recover, or when a pupil needs time to redress a breach of the uniform policy, as mentioned in Appendix 1a, S.7
- VIII. *Expulsion* – A pupil is liable to expulsion for a serious breach of the School discipline, such offences might include, but are not limited to, offences involving drugs and substances, alcohol misuse,

repeated smoking offences, serious sexual misconduct, a wilful act calculated to cause serious damage to the School, a serious criminal offence and other serious incidents of unacceptable behaviour. Formal expulsion implies that the pupil's name will be removed from the roll of the School and reference to the facts and circumstances will be made in response to every reference request. All outstanding fees up to and including the term of expulsion shall be payable and any deposit shall be retained by the School.

- IX. The Head is required to act fairly and in accordance with the principles of natural justice. The Head will make a decision on a case by case basis. They will expel a pupil from the School only as a last resort and will not expel a pupil other than in serious circumstances.
- X. *Required to leave* – A pupil may be required to leave the School for a serious breach of the School discipline falling short of an act requiring expulsion, but one such that the pupil cannot expect to remain a member of the School community. In these circumstances a pupil may be required to leave permanently. Subject to a payment of all outstanding fees the pupil will be given reasonable assistance in making a fresh start at another School. A boarder may be required to leave boarding without necessarily being required to leave the School.
- XI. *Other Sanctions* – The Head may prescribe and authorise the use of other sanctions in compliance with good educational practice and promote observance of the School rules.
- XII. *Corporal Punishment* – is not used at Bede's School
- XIII. The particular sanction or sanctions applied will depend upon a number of circumstances, including the frequency and severity of the offence, the manner of the offence; and any previous warnings; and the previous or subsequent conduct of the pupil concerned.

## 5. Equality

- I. The School has duties under the Equality Act 2010 and will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need, protected characteristic, and / or disability. Where expulsion needs to be considered the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

## 6. Child Protection (Please see Bede's Child Protection Policy)

- I. Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the School's child protection procedures will be followed.

## 7. Use of Reasonable Force (Please see Pupil Reasonable Force Policy)

- I. Any use of force by staff will be reasonable, proportionate and lawful.

## 8. Searching and Confiscation (Please see Search and Confiscation Policy)

- I. In order to maintain good order, discipline and to ensure the safety of staff and pupils, a number of items are prohibited under the school rules. These items include: knives or weapons, lasers, alcohol, illegal drugs; stolen items; tobacco and cigarette papers, fireworks; pornographic images (whether in digital or physical form); any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). The Head and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The school has a Search and Confiscation policy, which provides further guidance for staff on the procedures for managing searches and confiscating items, including details of the records to be kept and complaints / allegations.

## 9. Malicious Allegations

- I. Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

## 10. Support systems for pupils

- I. The School's pastoral system (i.e. House, tutoring, welfare, medical, SEND, EAL) and management systems (digital and human) are designed and used to support pupils with their behaviour. Teaching and pastoral staff are made aware of the particular circumstances of children in their care and their classrooms and of any circumstances that may make a child vulnerable (for example being from overseas, EAL, LAC, SEND). As appropriate and at an early stage the School also liaises with parents/guardians and carers and outside agencies (such as Child and Adolescent Mental Health Service (CAMHS), ISEND, East Sussex Children Services, East Sussex Local Safeguarding Children's Board, East Sussex Virtual School, The WISE Project).

## 11. Parental and External Liaison

- I. As mentioned in Point 6, when appropriate the School will liaise closely with parents / guardians and carers and may on occasion have to make reference to external agencies. These situations are managed by the Housemaster/mistress (Senior School) and overseen by the Deputy Head. Information of events recorded at School is shared formally with parents/guardians and carers who are invited in to discuss the child's behaviour in the broader context of home and School. If a situation meets the relevant criteria or if a child has a condition requiring expert intervention beyond the capacity of the School to deliver, then the relevant outside agencies are notified.

## 12. Staff training

- I. Staff are employed to carry out tasks for which they are appropriately qualified and in which they are competent. As outlined in the Professional Development Policy - Jan 2022 *"every individual is charged with the responsibility for improving their practice by seeking out and engaging with appropriate professional development, responding to advice and feedback from colleagues. Line managers are primarily responsible for the management of the professional development opportunities of the individuals that they lead."*

## 13. Managing transition

- I. The Trust Registrar, (working closely with the relevant Heads of Year, Director of Learning Enhancement and Head of EAL) oversees the management of a pupil's transition to Bede's. Information on behaviour, welfare and academic performance is gathered from parents/guardians and carers; previous Schools; and allied health professionals (e.g. educational psychologist). The Heads of Year are responsible for seeing that this information is disseminated and used in an effective manner. This is particularly important for transition from Year 8 to Year 9. Extensive induction processes are then used by the Heads of Year (both Schools) and Housemasters/mistresses' (Senior School boarding and day).

## 14. Records

- I. Administration of all school sanctions is recorded, with the name of the pupil concerned, the reason for the sanction, and the name of the person administering the sanction.

**Appendix 1a****Bede's Senior School – School Rules**

- I. These School Rules, which may be updated from time to time in the light of changed circumstances, are to be circulated to members of staff, pupils and parents of Bede's Senior School, The Dicker, Hailsham, East Sussex (the School).
- II. These rules apply to all pupils whilst they are at School, representing the School, on School trips & visits, travelling to and from school, whilst wearing School uniform and when pupils are associated with the School at any time.
- III. Parents and pupils are expected to support the published aims, ethos, policies and Rules of the School and to uphold its good name and reputation.

**The following is not permitted:****1. Drugs and Substances**

- a) The supply of drugs and substances.
  - b) Possession or use of drugs and substances.
  - c) Other involvement with drugs and substances.
- I. Where there is suspected involvement with drugs and substances, pupils may be asked to supply a urine sample for analysis before sanctions are imposed.
  - II. Unless otherwise specified, where the document refers to **drugs** this includes:
    - a) alcohol
    - b) tobacco
    - c) illegal drugs (classified in the Misuse of Drugs Act 1971)
    - d) medicines – 'over the counter' and or prescribed (unless authorised by school medical team)
    - e) new (novel) psychoactive substances (formally known as 'legal highs', now classified in the Psychoactive Substances Act 2016)
    - f) volatile substances that may be inhaled such as solvents and tobacco
    - g) unauthorised substances – including electronic cigarettes
    - h) "legal" drugs (including animal, mineral or vegetable products which have an intoxicating, and/or stimulating and/or hallucinating effect); performance enhancing drugs; anabolic steroids; glue; solvents
  - III. **Substance misuse** is a broad term encompassing 'the harmful use of any psychotropic substance, including alcohol and either legal or illicit drugs. Use of such substances is harmful when it has a negative effect on a person's life, including their physical and mental health, relationships, work, education and finances or leads to offending behaviour.' NICE (National Institute for Health and Care Excellence) 2015. In terms of this document substance misuse refers to any form of ingestible / inhalable / injectable substance including food supplements, vitamins, protein drinks, sports supplements, caffeine, being used to harmful excess.

**2. Alcohol, E cigarettes and Tobacco**

- a) Bringing alcohol on to School premises.
- b) Consuming alcohol on School premises.
- c) Supplying alcohol to other School pupils, including those aged 18 and over.
- d) Bringing tobacco or any product containing tobacco onto School premises or whilst representing the school in any way.
- e) Using tobacco or any product containing tobacco on School premises or whilst representing the school in any way.
- f) Supplying tobacco or any product containing tobacco to other School pupils.
- g) E cigarettes (including 'vaping')

### 3. Unacceptable Behaviour

- I. Some examples of unacceptable behaviour:
  - a) Incidents of theft; blackmail; physical violence; intimidation; bullying (as defined in the School's anti-bullying policy); racism; possession or use of an unauthorised firearm or other weapon; vandalism or deliberately compromising the integrity of the School's digital systems and services.
  - b) Persistent rudeness to others or the disruption of any School activity whether in class or otherwise.

### 4. Misconduct of a Sexual Nature

- I. Misconduct of a sexual nature includes:
  - a) The committing of a sexual act by a pupil with another person whether or not the pupil or the other person is aged 16 or over.
  - b) Any act of indecency by a pupil.
  - c) The supply or possession of pornography, whether in digital or physical format.
  - d) The loading, viewing or downloading of pornographic images or text to or from the internet.
  - e) Any use of Social Media, or other digital media, to send, or to encourage, procure or request others to send, images of an inappropriate nature. For the avoidance of doubt, this includes (but is in no way limited to) images of any personal body parts or any images of a state of undress.

#### Other rules:

### 5. House Visiting

- a) Pupils may enter other Houses with permission from the staff member on duty in that House. This can only happen at published visiting times or the visiting times displayed in Day Houses.
- b) Except in an emergency or on authorised business, boarders must not leave their boarding House between 10.30pm & 7am.
- c) Visitors may only enter Houses and the School grounds in accordance with the School's Visitor Policy.

### 6. Pupils' Driving

- a) Pupils are allowed to drive into School once they have passed their Driving Test and by permission of the Deputy Head only. Pupils, Hms and Parents/guardians and carers must read and sign the Pupil Driving Policy before they will be granted permission.
- b) While in the care of the School, no pupil may ride as a passenger in a vehicle driven by another pupil unless their Hms has received written permission from the parents / guardian and carers, as outlined in the Pupil Driving Policy.
- c) The expectations of behaviour contained within the Behaviour Policy apply to pupils driving or being driven to school. For the avoidance of doubt, any pupil coming to and going from school must not behave in a manner that would lower the reputation of the school.

### 7. Personal Presentation

- I. Pupils must present themselves at all times in the correct uniform (see Appendix 1a (ii)) which should be smart in appearance. Visible body art such as in the form of tattoos, unnatural hair colouring and piercings (other than those permitted in Uniform Requirements) are not permitted.

### 8. Buses

- I. All pupils of the school and bus drivers are afforded the right to travel to and from school free from the fear of any unkind behaviour, rudeness, intimidation or disruption or any other behaviour that would cause a pupil to feel anxiety or unhappiness. Pupils being unkind or causing disruption on buses will be sanctioned.



## **9. Sanctions breaches of the Rules**

- I. See Behaviour Policy section 4 and appendix 2 (Rewards & Sanctions)

## **1. Drugs Testing**

- I. If a pupil is identified as requiring testing they will be referred to the Deputy Head (DH). The DH will then meet with the pupil and inform them that they will be going on the Random Drug Testing Programme (RDTP). The DH will inform parents of this via letter, and will also notify the Medical Team. The Medical Team will then call upon pupils on the RDTP to be tested on a regular (termly) yet random basis.
- II. Any drug screen will be completed in the Medical Centre by the School Nurse accompanied by an appropriate member of staff.
- III. Test results are sent to parents through the DH and Hms will inform the pupil of the result (unless the test is positive and then the pupil will see the DH). Should a pupil test positive for any substance their place at the School would be put in jeopardy.
- IV. If the pupil refuses to give a sample, reference should first be made to the parent(s) / guardians and carers who should be invited to instruct the child to comply with the request to give a sample (as outlined in the Trust's Terms and Conditions). If it is not possible to contact the parents, or the parents decline to instruct the child to comply, or the child continues to refuse to comply despite instruction to comply from the parent(s) / guardians and carers, the School will proceed as if the sample had been given and the test had proved positive.

## **2. Random Drug Testing Protocol**

- I. If a pupil is suspected or, as a school, we have proof of a pupil taking drugs or substances (outside School) the pupil will be referred to the Deputy Head (DH). The DH will then meet with the pupil and inform them that they will be going on the Random Drug Testing Programme (RDTP). The DH will inform the parents of this via letter, and will also notify the nursing team. The nursing team then call upon pupils on the RDTP to be tested on a regular (at least termly) yet random basis (pupils will remain on the RDTP for the duration of their time at the School). Test results are sent to parents through the DH, and Hms will inform the pupil of the result (unless the test is positive and then the pupil will see the DH). Should a pupil test positive for any substance their place at the School would be put in jeopardy.

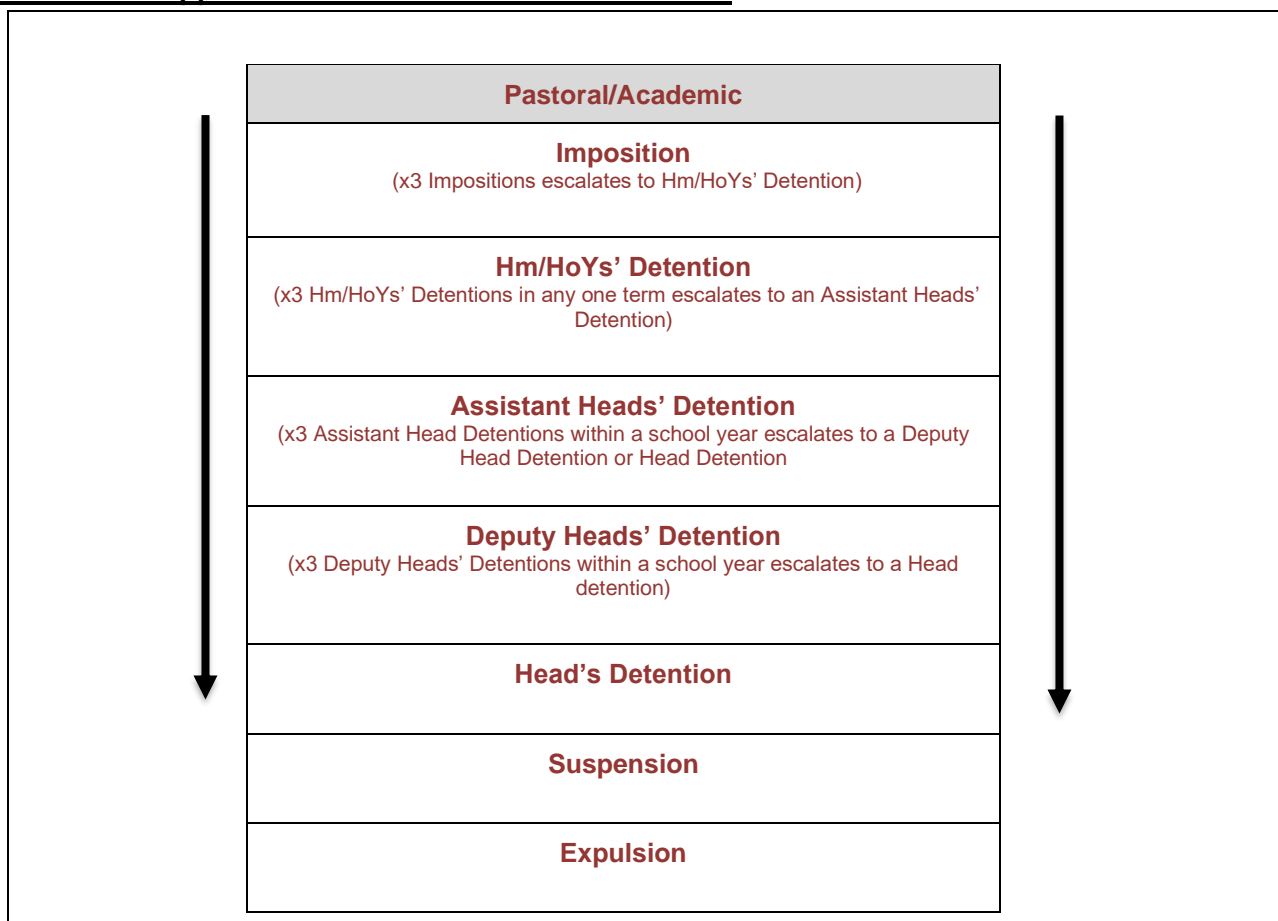
## **3. Procedure in the event of a positive drugs test.**

- I. If the School rules have been broken, the sanctions (Behaviour policy appendix 2), will be applied.
- II. If the School rules have not been broken, parents will be informed and a course of action agreed between the School and home which would involve joining the RDTP.

## **Senior School Uniform Requirements**

- I. All pupils are expected to wear the uniform in the correct manner. Pupils not complying with the requirements will either be asked to replace the offending items at their parents' expense or be sent home.
- II. Further Guidance can be found in the Senior School Uniform Policy.

**Rewards and Application of Sanctions – Senior School**



Type of Sanctions		Types of Rewards	
<b>Imposition</b>	Given for (but not limited to): lateness, poor uniform, poor effort, late work, minor disruption etc. Possible impositions: set work, re do work, clearing tasks etc.	<b>Merit</b>	MERIT Awarded to Junior pupils for good behaviour, academic achievement and good classroom behaviour (for that individual).  COMMENDATION Awarded to Senior (Sixth Form) pupils for good behaviour, academic achievement and good classroom behaviour (for that individual).
<b>Hm/HoY DT</b>	Tuesday or Wednesday from 1.40pm to 2.20pm. Given as per S5 of this policy. Given for (but not limited to): 3x impositions, missing events, and classroom disruption etc	<b>Ovation</b>	Hm to nominate one pupil for going BEyond expectations for that individual in any part of school life.  The nomination will occur fortnightly and the nominated pupils will be invited to attend the 'Head's Ovation Tea' on a Friday at Breaktime.
<b>Assistant Head Detention</b>	Thursday 1.40pm to 2.20pm in ICT3	<b>Being Bede's Best</b>	For exceptional contributions to the Bede's community.
<b>Deputy Head DT</b>	Saturday 12.30pm to 2.30pm in ICT 3  Letter home from SMT		
<b>Head DT</b>	Saturday 9.00am to 11.00am. Letter home from DH	<b>Head's Distinction</b>	For academic excellence or exceptional contributions to school life. Published by Houses in eg. Newsletter and announced in Head's weekly assembly. Pupil to see the Head.

<b>Suspension/ Expulsion</b>	Authorised by DH/HM		
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**Fast Track**

Missed Lesson	Assistant Head Detention or Deputy Head's Detention
Activities x2 missed	Deputy Head's Detention
Sport fixture no-show	Deputy Head's Detention
Smoking 1 <sup>st</sup> offence	Deputy Head's Detention
Smoking 2 <sup>nd</sup> offence	Suspension
Smoking 3 <sup>rd</sup> offence	Expulsion
Alcohol	Deputy Head's Detention
Bullying	Head's Detention or Suspension
Highly Unpleasant Behaviour:	Head's Detention or Suspension

**Rewards System**

↓	<b>Pastoral/Academic - Junior Rewards</b>	↓
	<b>x12 Merits</b> £5 Amazon voucher or donation to charity. E-Postcard home. Issued by the Housemaster/mistress.	
	<b>x18 Merits</b> £10 Amazon voucher or donation to charity. E-Postcard home. Issued by the Housemaster/mistress	
	<b>X 24 Merits</b> £10 Amazon voucher or donation to charity. Handwritten postcard from either the Housemaster/mistress or Head of Year.	
	<b>Ovation</b> Each pupil will be invited to a 'Head's Ovation Tea' during Friday breaktime and will get an e-certificate emailed home.	
	<b>x3 Distinction</b> £10 Amazon voucher or donation to charity.	
↓	<b>Pastoral/Academic - Senior Rewards</b>	↓
	<b>x 8 Merits</b> £5 Village Shop voucher or donation to charity. E-Postcard home. Issued by the Housemaster/mistress.	
	<b>x12 Merits</b> £10 Village Shop voucher or donation to charity. E-Postcard home. Issued by the Housemaster/mistress	
	<b>x 16 Merits</b> £10 Village Shop voucher or donation to charity. Handwritten postcard from either the Housemaster/mistress or Head of Year.	
	<b>Ovation</b> Each pupil will be invited to a 'Head's Ovation Tea' during Friday break time and will get an e-certificate emailed home.	
	<b>x3 Distinction</b> £10 Amazon voucher or donation to charity.	

**Boarding Hms Agreed House Sanctions – Senior School**  
**Part of the Boarding Management Handbook**

Sanctions similar to these should be publicised and displayed in House, made clear to pupils, reasonably enforced and recorded in iSAMS.

<b><u>Rule broken</u></b>	<b><u>Suggested Sanction</u></b>
Uniform transgressions 1 <sup>st</sup>	Imposition
Uniform transgressions 2 <sup>nd</sup>	Hm Detention
Uniform transgressions Persistent	Assistant Head Detention
Late leaving the House for lessons/activities	Hm Detention
Signing in/out transgression 1 <sup>st</sup>	Gating for one evening
Signing in/out transgression 2 <sup>nd</sup>	Gating for two evenings etc.
SALTO misuse (forgotten, borrowed)	Hm Detention
Rudeness to a member of staff	Various including Saturday Detention
Missed Roll Calls	Hm Detention
Late to Roll Call 1 <sup>st</sup> Time	Verbal warning
Late to Roll Call 2 <sup>nd</sup> Time	Hm Detention
Late in at night	Gating (or Deputy Head Detention if severe)
Untidy Room	Gating to tidy up, on each occasion
Messy Kitchen	Kitchen tidied and closed for the day
Missed Lessons	Assistant Head or Deputy Head Detention
Missed Activities	Hm Detention
Missed Activities persistent	Assistant Head or Deputy Head Detention
Eating (other than snacks) in bedroom	Hm Detention
Ordering out of Hours	Confiscation
Missing Assembly/ Chapel	Hm Detention
Being outside of rooms after lights out	Hm Detention
Being out of rooms late at night	See above
Out of Bounds (including in House)	Hm Detention
Phone, laptop, tablet misuse	Item confiscated overnight
Misbehaviour in Prep / Quiet Time	Hm Detention

**Day Hms Agreed House Sanctions – Senior School**  
**Part of the Day Management Handbook**

These sanctions should be publicised and displayed in house, made clear to pupils, reasonably enforced and recorded in iSAMS. Ensure ALL tutors are aware.

<b><u>Rule broken</u></b>	<b><u>Suggested Sanction</u></b>
Uniform transgressions 1 <sup>st</sup>	Imposition
Uniform transgressions 2 <sup>nd</sup>	Hm Detention
Uniform transgressions Persistent	Assistant Head Detention
Late leaving the House for lessons/activities	Hm Detention
Signing in/out transgression 1 <sup>st</sup> (Leaving the School site)	Hm Detention
Signing in/out transgression 2 <sup>nd</sup>	Deputy Head Detention
SALTO misuse (forgotten, borrowed)	Hm Detention
Rudeness to a member of staff	Various including Deputy Head Detention
Missed Registration	Hm Detention
Messy Kitchen / Common Room	Rooms tidied and closed for the day
Missed Lessons	Assistant Head or Deputy Head Detention
Missed Activities	Hm Detention
Missed Activities Persistent	Assistant Head or Deputy Head Detention
Missing Assembly/ Chapel	Hm Detention
Out of Bounds (including in House)	Hm Detention
Phone, laptop, tablet misuse	Item confiscated

**ARRANGEMENTS FOR DEALING WITH CHILD ON CHILD ALLEGATIONS**

- I. Child-on-child abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues, initiation rituals and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh” or “boys being boys”.
- II. The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.
- III. The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child-on-child abuse. All boarding staff at Bede’s complete up to date training on child-on-child abuse to ensure they are vigilant in this regard and regular boarding meetings include child-on-child abuse discussion.
- IV. The School takes steps to minimise the risk of child-on-child abuse. INSET training is undergone by all staff in direct contact with children. Whole staff training on diversity, gender, bullying, SEND provision happens throughout the year.
- V. Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies:
- VI. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Childrens’ Services on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of Childrens’ Service, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from Childrens’ Services and/ or the Police as appropriate.
- VII. Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children’s social care and/or a report to the police against a victim’s wishes, the reasons should be explained to the pupil and appropriate specialist support offered.
- VIII. The School’s approach to sexting is that all incidents involving youth produced sexual imagery should be responded to seriously.
- IX. When an incident involving ‘youth produced sexual imagery’ comes to the school’s attention:
  - a) The incident should be referred to the DSL as soon as possible
  - b) The DSL should hold an initial review meeting with appropriate school staff
  - c) There should be subsequent interviews with the children involved (if appropriate)
  - d) Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents/carers would put the young person at risk of harm.
  - e) At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.
  - f) Sexting Considerations & Risk Assessment
  - g) Vulnerability of the child
  - h) Coercion How shared and where



- i) Impact on children
- j) Age of the children

**Always refer if:**

- a) Adult involvement
  - b) Coercion or blackmail
  - c) Extreme or violent
  - d) Under 13
  - e) Immediate risk of harm
- I. In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported and guided by the DSL and the pastoral team and support from external agencies will be sought, as appropriate.
- II. When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
- a. the victim;
  - b. the alleged perpetrator; and
  - c. the other children (and, if appropriate, staff) at the School.
- III. Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

## **Attachment Awareness**

Although behaviourist approaches to managing pupils' behaviour can work for the majority of children at Bede's Senior School, they are not successful with all. This is especially true for children who have experienced Adverse Childhood Experiences (ACE) and childhood trauma.

Traditional approaches to behaviour management can often cause further trauma for these children; at Bede's Senior School we are committed to ensuring that our approach to behaviour management is appropriate for all and as such we will differentiate as and when required to ensure that all pupils at the school are able to maintain secure attachments and develop healthy approaches to regulating their behaviour.

At Bede's Senior School we believe:

- That being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- Behaviour is a form of communication and often represents an emotional need within a child
- A curious and empathetic approach to understanding children's behaviour and the reasons for it is important
- That putting relationships first is the most important tool for helping children develop appropriate behaviours
- We are committed to maintaining clear boundaries and expectations, with fair and consistent sanctions
- Parent and pupil engagement is vital

We are committed to:

- Demonstrating inclusive practice in all aspects of school life.
- Ensuring that staff are trained in Attachment Awareness Theory, how to identify different attachment styles and how to support teachers, parents and children effectively.
- Developing a culture of self-reflection and review through engaging with research and CPD and engagement between staff, pupils and parents.

### **First Year Flourishing Project**

As part of the First Year carousel, an element of the Flourishing Project is to seek 'Active Citizenship' which helps promote positive behaviour at the Senior School for all pupils.

The Active Citizenship Curriculum includes developing:

- Understanding of the Bede's Values
- Awareness of socio/economic privilege
- Awareness of unconscious bias
- Awareness of global citizenship
- Awareness of the Senior School Pride Society
- Responsibility of bystanding in regards to bullying or unkind behaviour