



## Behaviour Policy (Trust including EYFS)

Author / Role	Assistant Head Day
Date Published	October 2025
Approving Body	SMT and Education Committee
Regulatory References	<ul style="list-style-type: none"> <li>● KCSIE(2024)</li> <li>● <i>DfE Behaviour and Discipline in Schools (2016)</i></li> <li>● NMS Section 22</li> </ul>
Date of Review	October 2026

Equity, Diversity, Inclusion and Belonging Check for new Policy completed by (committee/date):  
Executive, September 2025

### Documentation Distribution

Governing Body, All staff / volunteers, parents on request, published on school website.	Y
ISI requirement to be available on request	Y
ISI requirement to be on School website	Y
Parent Portal	Y
Staff Hub	Y
ISI Portal	Y
Limited Internal Use Only (state recipients)	N

***This policy is considered a 'live' document and will be updated as statutory guidance is released***

**In policies St Bede's School Trust Sussex may be referred to as Bede's/the School/the Trust.**

**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 Reasonable Force Policy
- Search and Confiscation Policy
- Admissions Policy
- Equity, Diversity, Inclusivity and Belonging Policy
- Special Education Needs (SEN) Policy
- English as an Additional Language (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 and 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, 3 and 4)

- I. The Bede's rewards system aims to encourage every pupil to make the most of their talents and time at school. A system of school rewards can only work by building an informal culture of praise, encouragement and recognition. More important than any system of rewards, verbal praise must be the principal way in which pupils are encouraged, and encourage each other. Mutual support amongst the entire Bede's community forms the foundation of a positive mindset. Subject Teachers, Tutors, Hms, Heads of Year, Heads of Faculty and Heads of Departments also develop their team's approach to encouraging and recognising pupils' achievements.

- II. Formal rewards and awards are part of the School system for exceptional academic work, excellent academic effort, kind behaviour, service and exhibiting Bede's four core values. These awards are given and formally recorded (see Appendix 2, 3 and 4)
- III. The School recognises that where challenging behaviour is related to a pupil's special educational need, protected characteristic and/or disability, positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and assist their educational needs.
- IV. **Co-Curricular Awards** can be made in any co-curricular activity; the crucial issue is the level of achievement made by the individual pupil. Awards are made based on contribution over a period of time, rather than a single performance, however outstanding. The final decision as to whether a pupil qualifies for an award lies with the Deputy Head (Operations) and the Head.

**Honours** are awarded to recognise performance at national level, or it is awarded to a pupil who has performed at a level equivalent to that of School Colours for 2 or more years. Recipients receive a citation in recognition of their achievement.

**Bede's Colours** serve to recognise excellence at the highest level. To qualify for School Colours in a particular activity a pupil should have fulfilled all of the following criteria:

- Exceptional level of performance, for example beyond the normal expectations of A-team level
- Outstanding level of commitment to rehearsal/training/practice
- Outstanding attitude and reliability

### Senior Full Colours

Full Colours recognise the achievement of consistently representing the School at the top level. To qualify for Full Colours in a particular activity a pupil should have fulfilled all of the following criteria:

- Highest level of school-based performance
- Outstanding level of commitment to rehearsal/training/practice
- Outstanding attitude and reliability

Candidates will only be considered if they have made a significant contribution at the highest level e.g. in performing arts you would have been expected to make a significant contribution in numerous productions or in sport, this should be at least 75% of possible matches at first team level. For other activities, those under consideration should rank among the top performers in the School and their contribution should champion the school values. The Deputy Head (Co-Curricular) reserves the right to award colours to those not fully fulfilling the above, e.g. as a result of injury.

### Service Awards

In addition to the above, Service Awards are made to those involved in various aspects of school life, and are awarded for selfless contribution to the community. They are made to members of the Upper Sixth who have given outstanding service over a significant time.

## 4. Sanction for Breaches of School Discipline

- I. If a pupil's behaviour falls below expectations they will be spoken to by a staff member who will explain what has been reported or observed and why that behaviour is unacceptable. The pupil will be offered the opportunity to reflect on their behaviour. The pupil will also be informed of how the behaviour will be recorded (see Appendix 2, 3 and 4).
- II. 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; any previous warnings; and the previous or subsequent conduct of the pupil concerned.

- III. The School has a zero-tolerance approach to serious breaches of the Bede's School Rules (Appendix 1a) such as (but not limited to) physical violence, child-on-child abuse, serious misconduct of a sexual nature and drugs/substance use. For clarification:

'At the heart of zero-tolerance practice is the certainty that the organisation will never do nothing in response to knowledge of serious breaches of school rules. It is an ambition to create contexts and cultures where serious poor behaviour is not tolerated, and taking a proportionate and appropriate response to every alleged incident. It does not necessarily mean the use of sanctions in all cases, and where sanctions may be considered, the School should ensure that they do not disproportionately impact racially minoritised children, those with disabilities or protected characteristics and those already known to local authority children's social care'. (Farrer & Co, September 2024)

- IV. Where necessary sanctions are followed by an educational conversation/programme that provides pupils with further guidance about their behaviour. e.g. Following behaviours that contravene our EDI expectations a meeting or programme will be set up to discuss behaviours with our EDI Coordinator.
- V. *Corporal Punishment* – is not used at Bede's School

## 5. Equity

- 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 can present their case fully where their disability or special educational needs might hinder this.

## 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, prohibited substances and paraphernalia associated with those drugs and substances; stolen items; e-cigarette, tobacco, lighters 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 under 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). At an appropriate stage the School will also liaise 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).

- II. A pupil's behaviour may require an Individual Behaviour Plan to further support them during the school day, in particular in lesson and unstructured time. A plan will be written by the Hm (Senior School) / Head of Year (Prep School) in collaboration with key members of staff. A pupil's Individual Behaviour Plan is a live document that may be edited as the need of the pupil changes or new triggers / strategies are identified. The plan will be monitored and reviewed regularly and will be in place for a pupil for the duration that the behaviour(s) being displayed. The plan will be shared with all staff to ensure all identified triggers and strategies are known.
- III. All Pupils with their Tutor, every September, follow an educational programme of expectations in accordance with key policies. Pupils are asked to complete a form acknowledging the policies, the values and vision of the School.

## 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 Hm (Senior School) / Head of Pastoral Care (Prep School) and overseen by the Principal Deputy Head (Senior School) / Assistant Head Behaviour & Values (Prep School). Information on events recorded at School are shared formally with parents/guardians and carers who are invited in to discuss the pupil's behaviour in the broader context of home and School. If a situation meets the relevant criteria or if a pupil 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 - *"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, Head of Pastoral Care, Director of Learning Enhancement, DSL 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 & Head of Pastoral Care are responsible for seeing that this information is disseminated and used effectively. This is particularly important for transition from Year 8 to Year 9. Extensive induction processes are then used by the Heads of Year and Head of Pastoral Care (Prep and Senior Schools) and Hm's (Senior School).

## 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.

## Bede's 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 and Bede's Prep School, Eastbourne, East Sussex.
- II. These rules apply to all pupils whilst they are at School, representing the School, on School trips and 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 the 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, and caffeine, being used to harmful excess.

#### 2. Alcohol, E-cigarettes and Tobacco

- a) Bringing alcohol or arranging delivery of alcohol onto the 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, vapes and vaping liquids

### 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.
  - c) Anti-social behaviour that causes distress or harm to others, Pupils or Staff. This includes in person or through any social media interactions; examples such as property damage (vandalism, graffiti) and disruption (shouting, swearing, fighting).

### 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) Sexualised language
  - d) The supply or possession of pornography, whether in digital or physical format.
  - e) The loading, viewing or downloading of pornographic images or text to or from the internet.
  - f) 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.
  - g) Harmful Sexual Behaviour can occur online or face to face and can also occur simultaneously between individuals. Any incident of HSB will have oversight from the DSL who will ensure that both parties are safeguarded as necessary. The seriousness of incidents of HSB are levelled using toolkits taking into account, for example age and developmental factors.

**NOTE:** An incident of **serious** sexual misconduct includes aggravating factors as defined by the Head in collaboration with the safeguarding team.

#### Other rules:

### 5. House Visiting (Senior School)

- 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 and 7am.
- c) Visitors may only enter Houses and the School grounds under the School's Visitor Policy.

### 6. Pupils' Driving

- a) Pupils are allowed to drive into school once they have passed their Driving Test and only with the permission of the Principal Deputy Head. Pupils, Hms and parents/guardians and carers must read and sign the agreement contained in 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 Hm 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. Phone Use**

- I. Senior School - Phone use is not permitted during the school day; phones must not be seen or heard. The exception is those occasions when express permission is given by a teacher and used for accessing the gym, or for paying for goods purchased. For pupils choosing to bring a phone into school, they must comply with the guidance on acceptable use. Pupils in Years 9 to 11 are only permitted to bring in phones once they have completed the Phone Agreement (see Appendix 2B(i)) and committed to the option available to them. A small number of pupils have an exemption from this prohibition; their names are available to all staff.
- II. Prep School - The use of mobile phones is not permitted in School or during the school day including whilst on Bede's School transport, to and from school, local school trips and fixtures. Pupils will be expected to surrender their device upon entering Bede's transport unless it is needed to track a pupil's medical condition or under significant extenuating circumstances agreed by the Senior Leadership Team. Phones will be stored on the bus in individual holders. At the start of the school day all pupils must hand their phones to their Form Tutor or Head of Year and may collect them back before leaving the School site. During fixtures or local trips, mobile phones will be cared for by a member of Bede's school staff during the school day and returned to pupils upon them leaving the site or given to a pupil to access school transport. During trips abroad, phone use will still be kept to a minimum and will be monitored by Bede's staff.

## **8. Personal Presentation**

- III. 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.

## **9. 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, distraction 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.

**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 calls 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, 3 and 4), will be applied.
- II. If the School rules have not been broken, parents will be informed and a course of action agreed upon between the School and home which would involve joining the RDTP.

**Appendix 1a(ii)****School Uniform Requirements**

- I. All pupils are expected to wear the uniform correctly. Pupils not complying with the requirements will be asked to replace the offending items at their parents'/guardians' expense.
- II. Further Guidance can be found in the Senior School Uniform Policy (Senior School).

**Appendix 2****Senior School Behaviour**

Sanctions are explained to all new staff and pupils with the intention that they are applied consistently and transparently. In all instances, an attempt is made to understand why pupils behave in certain ways and appropriate support is offered to anyone affected by poor behaviour. All staff endeavour to guide pupils to strive for the highest standards of behaviour and thus avoid sanctions wherever possible.

## Senior School Rewards and Application of Sanctions

Type of Sanctions		Types of Rewards	
<b>Imposition</b>	Given for breaches of the school rules such as (but not limited to) lateness, late or incomplete work, low-level disruption, and disrespectful behaviour towards others or property. Impositions are a record of poor behaviour and will be accumulated and set to zero termly	<b>Merit</b>	Reviewed on a weekly basis to those pupils who have accumulated the required number of merits, for demonstrating the four core Bede's values (Appendix 3A)
<b>Hm/HoY's Detention</b>	<u>Tuesday or Wednesday from 1.40pm-2.20pm (or 4.40pm-5.30pm for Sixth Form)</u>  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 the House; these are in accordance with good education practice and follow the guidelines set out in this policy  <u>Lunchtime Detention</u>	<b>Ovation</b>	Awarded to pupils whose approach and attitude epitomises our Bede's values, pupils are nominated by their Hms/Tutor and they attend a celebratory morning tea. The Hms/Tutor provides a short citation regarding the rationale for the Ovation, all citations are read out at the celebratory event.  HoY's and the Director of Sport may also nominate for an Ovation.  The nomination will occur fortnightly and the nominated pupils will be invited to attend the 'Head's Ovation Tea' on a Friday week A at Breaktime
<b>HoF's Detention</b>	Given for continued poor behaviour regarding academic lessons or academic work and referred by Heads of Department within that Faculty. To be completed by the Head of Faculty.		
<b>Assistant Head's Detention</b>	<u>Wednesday 4.45pm-5.30pm in ICT4</u>  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, disrupting the learning environment or minor physical poor behaviour	<b>Being Bede's Best</b>	For exceptional contributions to the Bede's community.  Awarded to pupils who display behaviours which epitomise courtesy, consideration and kindness. Where the pupil has gone out of their way to help another member(s) of the school community. Pupils are nominated by the Tutor/Hms, with a brief note of explanation. The Head recognises award winners every week, in assembly, and they receive a certificate in recognition
<b>Deputy Head's Detention</b>	<u>Saturday 12.30pm-2.30pm in ICT 3</u>  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		
<b>Head's Detention</b>	<u>Saturday 9.00am-11.00am.</u>  Given for serious and/or highly unpleasant behaviour, alcohol misuse or accumulation of Deputy Head Detentions.	<b>Head's Distinction</b>	Awarded to pupils for producing academic work of an exceptional standard, pupils meet with the Head to discuss the piece of work and receive a certificate in recognition of their exceptional work.
<b>Suspension</b>	<u>Authorised by DH / HM</u>  A pupil may be sent home, or to their guardian, for a significant breach of School discipline. A pupil may be suspended while a complaint is investigated or as a sanction in its own right.	<b>Academic Prizes</b>  <b>Hm Prizes</b>	Awarded by the Heads of Year, at Prize-Giving, to the strongest academic performers in each year group.  Awarded by the Hms to the pupil in each year group who has contributed most to the House, it reflects the recipient's overall positive impact on the House community. These are awarded at Prize-Giving

Other Sanction Information	
<b>Technical Suspension</b>	Used when there is a significant time delay between offence and sanction, if a suspension would prove harmful to the pupil, or if a member of SMT decides there are extenuating circumstances surrounding the offence. In this case, the pupil will return to lessons and a suspension will be recorded on file. A repeat offence would result in an immediate and actual suspension.
<b>Leave from School</b>	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(ii)
<b>Expulsion</b>	<p>A pupil is liable to expulsion for a serious breach of 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.</p> <p>The Head is required to act fairly and follow the principles of natural justice. The Head will decide 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.</p>
<b>Required to leave</b>	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 where 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 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.
<b>Other Sanctions</b>	The Head may prescribe and authorise the use of other sanctions in compliance with good educational practice and promote observance of the School rules.
<b>AH's Detention</b>	Disruptive Academic Behaviour
<b>AH's Detention or DH's Detention</b>	Missed Lesson Activities x2 missed
<b>Deputy Head's Detention</b>	Breaking Alcohol Rules
<b>Head's Detention or Suspension</b>	Bullying Highly Unpleasant Behaviour
<b>Suspension</b>	Smoking (including use of e-cigarettes) 2 <sup>nd</sup> offence
<b>Expulsion</b>	Smoking 3 <sup>rd</sup> (including use of e-cigarettes) offence

### Senior School Sanction Accumulation System

Pastoral/Academic
<p><b>Imposition</b> (x3 Impositions escalates to Hm/HoYs' Detention) (x6 Academic Impositions for Sixth Form in any one term escalates to a Deputy Head Detention)</p>
<p><b>Hm/HoYs' Detention</b> 9 impositions (12 in the Autumn) in any one term escalates to an Assistant Heads' Detention)</p>
<p><b>Assistant Heads' Detention</b> 18 impositions (24 in the Autumn) in any one term escalates to a Deputy Head Detention</p>
<p><b>Deputy Heads' Detention</b></p>
<p><b>Head's Detention</b></p>
<p><b>Suspension</b></p>
<p><b>Expulsion</b></p>

### Senior School Rewards Accumulation System

Pastoral/Academic - Junior Rewards
<p><b>x10 (x12 Autumn) Merits</b> £5 Amazon voucher or donation to charity. E-Postcard home</p>
<p><b>x15 (x18 Autumn) Merits</b> £10 Amazon voucher or donation to charity. E-Postcard home.</p>
<p><b>x20 (x24 Autumn) Merits</b> £10 Amazon voucher or donation to charity. E-Postcard home.</p>
<p><b>Ovation</b> Each pupil will be invited to a 'Head's Ovation Tea' during Friday Week A breaktime and will get an e-certificate emailed home.</p>

### Pastoral/Academic - Senior Rewards

<p><b>x10 Merits</b> £5 Village Shop voucher or donation to charity. E-Postcard home.</p>
<p><b>x15 Merits</b> £10 Village Shop voucher or donation to charity. E-Postcard home.</p>
<p><b>x20 Merits</b> £10 Village Shop voucher or donation to charity. Handwritten postcard from either the Housemaster/mistress or Head of Year.</p>
<p><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.</p>

**Appendix 2B****Hms Agreed House Sanctions – Senior School**

*(Part of the House Management Handbook)*

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

<b><u>Rule broken</u></b>	<b><u>Suggested Sanction</u></b>
Minor Uniform transgressions	Imposition
Persistent Uniform transgressions	Hm Detention and a pupil could be put on report
Uniform transgressions whilst on report	Assistant Head Detention
Late leaving the House for lessons/activities	Hm Detention
Signing in/out transgression 1 <sup>st</sup>	Gating for one evening (Boarding)
Signing in/out transgression 2 <sup>nd</sup>	Gating for two evenings etc.(Boarding)
Signing in/out transgression (Leaving School)	Hm Detention (Day and Day Boarding)
Signing in/out transgression (Leaving School) persistent	Assistant Head Detention (Day and Day Boarding)
SALTO misuse (forgotten, borrowed)	Hm Detention
Rudeness to a member of staff	Various including Saturday Detention
Missed / Late to Roll Calls / Registrations 1 <sup>st</sup> Time	verbal warning for first offence (and logged on iSAMS), Hm Detention thereafter
Missed / Late to Roll Calls / Registrations Persistent	Hm Detention and further escalations
Late in at night	Gating (or Deputy Head Detention if severe)
Untidy Room	Gating to tidy up, on each occasion / Free time used to Tidy (Day)
Messy Kitchen	Kitchen tidied and closed for the day if persistent
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
Late for Chapel	Staff Detention by the Reverend for a 'Restorative Service'
Missing Assembly / Chapel	Hm Detention
Being outside of rooms after lights out	Verbal warning for first offence (and logged on iSAMS), Hm Detention thereafter
Being out of rooms late at night	Hm Detention

Late Stay Protocol Transgressions	Impositions, thereafter Hm Detentions for multiple offences
Out of Bounds (including in House)	Hm Detention
Phone, laptop, tablet misuse	Item confiscated overnight / or for end of day (Day)
Misbehaviour in Prep / Quiet Time	Hm Detention

**Appendix 2B(i)****Agreed Sanctions for Phone Misuse - Senior School**

As part of the pupil 'My Options with Phones at School Flow Chart'

Misuse of Phones	Consequence
<u>Stage 1</u> : I have been caught disabling the Blackout App without permission for the first time	Conversation with Tutor / Hm
<u>Stage 1</u> : My Phone has been seen or heard for the first time	Confiscated until the end of the day
<u>Stage 2</u> : My phone has been seen or heard or I have been caught disabling the Blackout App without permission, for a second time	I must hand in my phone to my Hm every morning for the next 3 days (returned at the end of each day) and imposition.
<u>Stage 3</u> : My phone has been seen or heard or I have been caught disabling the Blackout App without permission, for a third time	I must hand in my phone to my Hm every morning for the next 5 days (returned at the end of each day) and I will be given an Hm Detention
<u>Stage 4</u> : My phone has been seen or heard or I have been caught disabling the Blackout App without permission for, a fourth or more time	My phone will be confiscated for a week (retained by the school for 7 days) and I will be given an Assistant Head Detention

These examples are not exhaustive, and their position provides a guide only. Escalation to the next level would occur with any missed sanction given. All sanctions and interventions (including any restorative approaches) should be recorded on iSAMS.



### SERIOUS BREACHES OF SCHOOL DISCIPLINE



## Bede's Prep School Behaviour

Pupils are expected to follow our expectations when in School and when representing the School during trips and matches. Parents and pupils are expected to support the aims, ethos, policies and rules of the School and to uphold its good reputation. The Form Tutors and Head of Pastoral Care will monitor all pupils' behaviour and will act in a way to best support a child to improve their behaviour. This may include parents/carers meetings, behaviour support plans, positive report cards, 1:1 intervention and referrals to the wider pastoral team, including school counsellors and nurture practitioners. Behaviour support meetings may be required to address the patterns of behaviour being seen in school and will be led in the first instance by Form Tutor or Head of Year.

### Behaviour We Wish to Encourage

- being honest, open and inclusive
- politeness and courtesy to everyone
- a gentle, caring attitude and encouraging each other
- thoughtfulness towards the needs and wishes of others, sharing and appropriate language
- cooperating together
- care and respect for the whole school environment and property
- helpfulness, kindness
- following instructions
- personal and collective responsibility
- low noise levels
- walking when inside the building
- moving carefully around the playground
- thinking ahead about consequences of games, activities and actions

Type of Sanctions		Types of Rewards	
<b>Low-Level Behaviour</b>	Low-Level Behaviour (Prep School) - a record is made on the pupils' iSAMS account of any behaviour deemed to fall below our expectations but does not warrant an imposition. Form Tutors and Heads of Year review all low-level behaviours. A Head of Year can decide to escalate a low-level behaviour to an imposition if they feel the behaviour warrants this. In Years 3-4 a total of 6 low-level behaviours will result in the pupil receiving an imposition and in Years 5-8 a total of 3 low-level behaviours will result in the pupil receiving an imposition. They will be set to zero termly	<b>Section Points</b>	Pupils are also awarded section points for demonstrating our values, being kind, helping others and having an excellent attitude to learning. Pupils are then awarded section badges for reaching section point milestones of 30, 50, 100 and 150. Pupils in Year 8 are also able to exchange their section points for items at a weekly reward shop which is run by the Head of Year 8.
<b>Imposition</b>	Given for breaches of the school rules such as (but not limited to) unkindness, or disrupting lessons. Impositions are issued when the incident has been witnessed and has caused emotional or physical distress. If a pupil receives three impositions they will attract a Head of Year reflection (HOY reflection). In addition, all impositions are reviewed by the Head of Year and can be escalated to serious behaviour as part of this review. Heads of Year will hold a parent/carer meeting after 5 impositions have been received.  x3 leads to a HOY reflection.	<b>4Cs Awards</b>	Certificates are awarded in recognition of displaying the Bede's values: <ul style="list-style-type: none"> <li>- Be Compassionate</li> <li>- Be Courageous</li> <li>- Be Curious</li> <li>- Be Conscientious</li> </ul>
<b>Head of Pastoral Care</b>	Head of Pastoral Care - Reflections / Detentions are sat during break, lunchtime or activity and reflection work completed	<b>Head's Commendation</b>	Recommended by Teaching Staff. Certificate presented in weekly

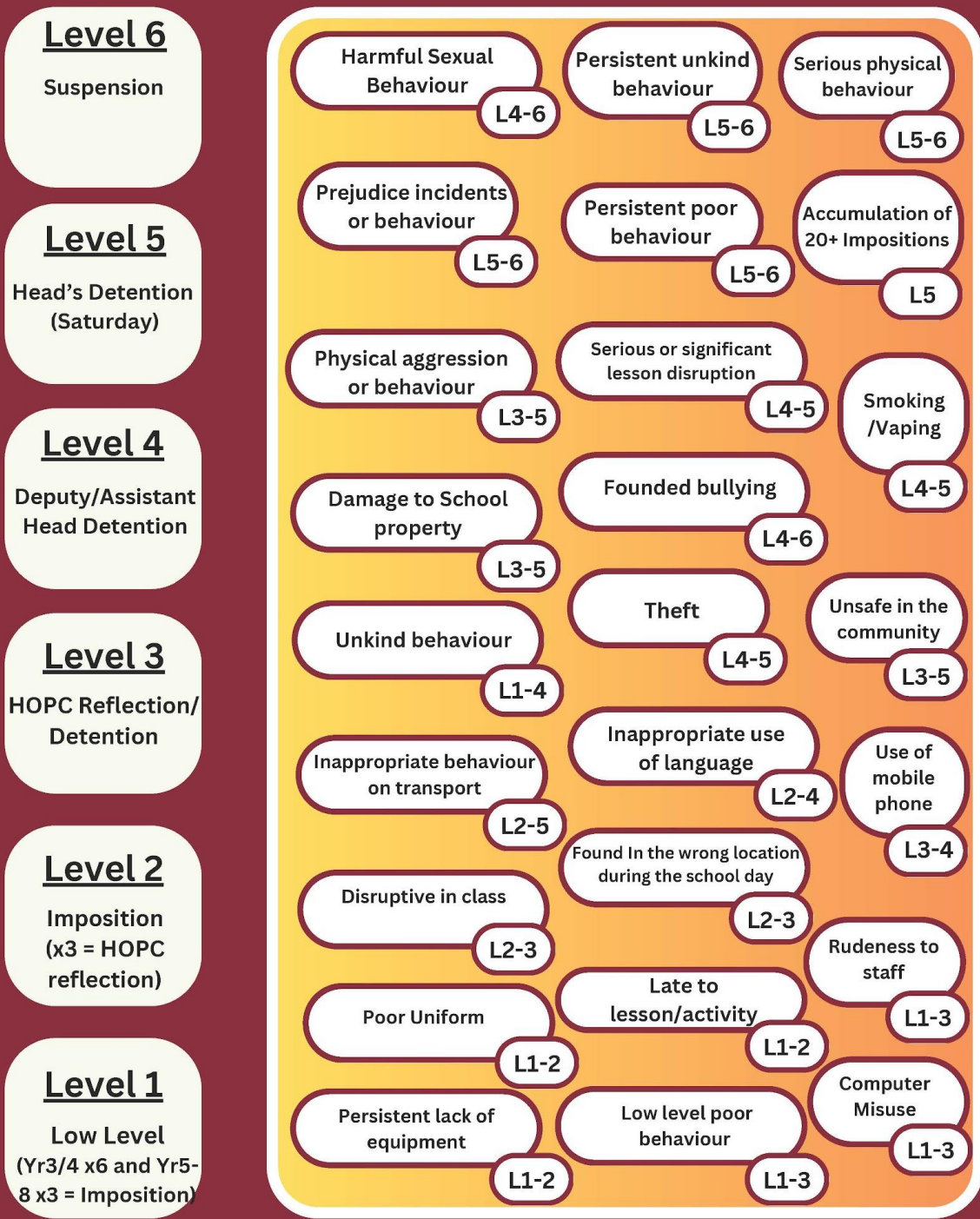
<b>Reflection / Detention</b>	<p>Given for three impositions accumulated within a term. Consideration will be given to issuing a positive report card or behaviour support plan to support a pupil with their behaviour.</p> <p>x3 leads to HOY detention</p>		<p>assembly. Published in a newsletter.</p>
		<b>Celebration Awards</b>	<p>Celebration Awards recognise 100% attitude to learning. Pupils receive a certificate in assembly and are invited to a celebration event or rewarded with a prize (event or voucher).</p> <p>For 90% attitude to learning certificates are also awarded.</p>
<b>Assistant Head / Deputy Head Detention</b>	<p><u>Assistant Head / Deputy Head Detentions are sat during or after school and letter home from DH</u></p> <p>Given for serious offences such as (but not limited to), unpleasant behaviour including use of derogatory or offensive language, truanting a lesson, being removed from class due to highly disruptive behaviour or an accumulation of three HOY reflections.</p> <p>x2 leads to a Head's Detention</p>		
<b>Head's Detention</b>	<p><u>Saturday 10.00am – 12.00pm</u></p> <p>Deputy Head meeting with parents and letter home from Head</p> <p>Given for serious and / or highly unpleasant behaviour, or accumulation of Deputy Head Detentions.</p>		
<b>Suspension / Exclusion</b>	<p><u>Authorised by Head and Letter to parents/carers</u></p> <p>A pupil may be sent home 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. The Head may wish to issue an internal suspension as a means of sanction if they deem this to be in the best interest of the child. 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.</p> <p>May include internal exclusions</p>		

Other Sanction Information	
<b>Technical Suspension</b>	Used when there is a significant time delay between offence and sanction, if a suspension would prove harmful to the pupil, or if a member of SMT decides there are extenuating circumstances surrounding the offence. In this case, the pupil will return to lessons and a suspension will be recorded on file. A repeat offence would result in an immediate and actual suspension.
<b>Expulsion</b>	<p>Exclusion – a pupil is liable to exclusion for a grave 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 exclusion 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 exclusion shall be payable and any deposit shall be retained by the School.</p> <p>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 exclude a pupil from the School only as a last resort and will not exclude a pupil other than in grave circumstances.</p>
<b>Required to leave</b>	A pupil may be required to leave the School for a serious breach of the School discipline falling short of an act requiring exclusion, 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.
<b>Other Sanctions</b>	The Head may prescribe and authorise the use of other sanctions as to comply with good educational practice and promote observance of the School rules.
<b>Bullying</b>	All allegations of bullying will be investigated by the Head of Year and parents will be informed. All allegations will be recorded as founded or unfounded. Serious behaviours will be discussed with the Head and an appropriate sanction will be issued. This may mean the sanction system is not followed and a suspension/exclusion is issued.
	<p>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. If a pupil fails to attend a planned detention without permission then their original detention will be escalated to a Deputy Head Detention or Head's detention.</p> <p>All discouraged behaviour observed by staff is recorded on iSAMs and the information recorded is used by the pastoral team (tutor/Head of Year) to identify emerging patterns of behaviour that may require intervention. Behaviours displayed may be recorded as low level in the first instance.</p>

These examples are not exhaustive, and their position provides a guide only. Escalation to the next level would occur with any missed sanction given. All sanctions and interventions (including any restorative approaches should be recorded on ISAMs and MyConcern)



**SERIOUS BREACHES OF SCHOOL DISCIPLINE**



## Pre-Prep Behaviour

This policy focuses on teaching emotional regulation aligned with Just Right profiling and using RIP (Reprimand in Private) and PIP (Praise in Public). The goal is to model and teach positive behaviours for a happy and safe environment, any unacceptable behaviour is followed up with a restorative conversation with the form tutor or Assistant Head: Pre-Prep & Nursery.

- **Bede's Values Friends:** Children are introduced to four school values through characters (Compassionate Chameleon, Curious Cat, Courageous Crocodile, Conscientious Camel) in lessons and assemblies.
- **Language:** Positive language is used to suggest ways to regulate emotions constructively.
- **Class Promise:** Each class creates a positive set of rules at the start of the Autumn term.
- **Rewards:** Section Points and stickers are awarded for demonstrating school values, logged in iSAMS. Pupils can receive Section point stickers, Section point badges, Section point pencils and Good Work Club awards.
- **Four Rs Approach**
  - **Recognise:** Help the child understand disruptive behaviour privately.
  - **Regulate:** Allow the child to calm down using the Calm Space or a restorative conversation.
  - **Reflect:** Discuss how to prevent future issues.
  - **Respond:** Implement strategies for better behaviour.
- **Calm Space:** Each classroom has a designated area for children to regulate emotions.
- **Timeouts:** For serious breaches, a 5-minute timeout in another classroom is used, followed by reflection with the teacher. All timeouts are recorded in iSAMS and parents are informed.
- **Assistant Head: Prep & Nursery Reflection:** Repeated or serious behaviour may result in Assistant Head: Prep & Nursery reflection, recorded in iSAMS.
- **Behaviour Management Plans:** Tailored plans are created for pupils requiring additional support, regularly reviewed, and shared with staff.

## Nursery Behaviour

We understand that learning to regulate emotions and behave appropriately in a group setting is a gradual process. Children may exhibit challenging behaviours as a response to emotions such as boredom, anxiety, frustration, or tiredness. Our approach focuses on:

- Modelling kind and considerate behaviour.
- Providing engaging activities that support social and emotional development (a prime area in the Early Years Foundation Stage).
- Using role play, stories, and visual aids to help children express and manage emotions.

## Promoting Positive Behaviour

To encourage positive behaviour, we focus on:

- Modelling appropriate conduct by being positive role models.
- Consistency in enforcing boundaries and expectations.
- Positive reinforcement through praise and recognition.
- Encouraging self-regulation and problem-solving.
- Using positive body language and engaging at the child's level.
- Offering choices and opportunities for behavioural improvement.

We recognise that misbehaviour is often a result of unmet emotional needs or developmental limitations, not deliberate disobedience.

## Behaviour Intervention Strategies

When inappropriate behaviour occurs, staff will:

1. Intervene immediately and assess the situation.
2. Engage with all children involved, using a calm, respectful tone and age-appropriate language.
3. Discuss feelings and support children in recognising how their actions affect others.
4. Redirect younger children using distraction or alternative activities.
5. Avoid punitive language such as “naughty” or “bad”. Instead, we separate the behaviour from the child.
6. Use alternatives to forced apologies, such as comforting gestures, drawing a picture, or Makaton signs.

Staff will **not**:

- Shout, intimidate, or use physical punishment.
- Use exclusion strategies such as a “naughty chair” or “time out.”
- Withhold food or treats.

Instead, we use **calming time** to help children regain composure in a supportive way.

## Escalation and Support

If challenging behaviour persists despite consistent strategies:

- Staff will work closely with parents/carers to ensure consistency.
- Outside support (e.g. SENCo, Health Visitor) may be recommended.
- Incidents will be recorded, and **ABC (Antecedent, Behaviour, Consequence)** analysis will be used to identify triggers and patterns.

## Involving Parents and Carers

Working in partnership with families is essential. We ask parents to:

- Share relevant changes in the child's home life.
- Reinforce behaviour expectations at home.
- Collaborate with staff and support agreed strategies.

We promise to:

- Communicate daily about your child's behaviour and progress.
- Be consistent, non-judgmental, and supportive.
- Offer guidance and external support when needed.

## Biting

Biting is a common but distressing behaviour in early childhood. We handle incidents with sensitivity and aim to support both the child who bites and the child who is bitten. Biting may occur due to:

- Exploration or sensory stimulation.
- Teething discomfort.
- Cause-and-effect curiosity.
- Attention-seeking.
- Imitation of peers.
- Frustration, anxiety, or stress.
- Lack of language skills to express emotions.

### Response and Prevention

We use the “**Who, What, When, Where**” method to understand each incident:

- **Who** was involved?
- **What** happened before and after?
- **When** did it happen?
- **Where** did it take place?

### Prevention Strategies:

- Provide teething toys or sensory items.
- Adjust routines to reduce tiredness or hunger.
- Closely monitor high-risk situations (e.g. sharing toys).
- Reinforce positive behaviour with attention and praise.
- Encourage emotional expression using language, visuals, and play.
- Create calm, predictable environments to reduce stress.

## Strategies for Inconsiderate Behaviour

All staff, are expected to use **positive guidance** strategies:

- Help children identify and express feelings.
- Acknowledge positive behaviours like sharing and kindness.
- Avoid giving attention only in response to negative behaviour.
- Support children in problem-solving conflicts.
- Never isolate or punish children physically or emotionally.

Where necessary, physical restraint is used **only** to prevent injury or serious damage and is documented thoroughly, with parents informed the same day.

## Children Under 3 and Babies

We use developmentally appropriate strategies for very young children. We understand that tantrums, biting, and other behaviours may arise from:

- Separation anxiety

- Difficulty regulating emotions
- Disrupted routines

Support is provided through:

- Consistent attachment with a key person
- Gentle, patient responses
- Focus on emotional support and co-regulation

**ARRANGEMENTS FOR DEALING WITH CHILD-ON-CHILD ABUSE 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 as “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 is alert to the potential for peer-on-peer 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 peer-on-peer 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 Children’s 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 a pupil must be interviewed by the Police about allegations of abuse, the School will ensure that, subject to the advice of Children’s 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 Children’s Services and/or the Police as appropriate.
- VII. Police may be informed of any harmful sexual behaviours which are potentially criminal, 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 and Risk Assessment
  - g) Vulnerability of the child
  - h) Coercion How shared and where
  - i) Impact on children
  - j) Age of the children

## Zero-tolerance in respect to Child-on-Child Abuse ('Addressing Child-on-Child Abuse', Farrer & Co, September 2024)

- I. At the heart of zero tolerance practice is the certainty that the organisation will never do nothing in response to knowledge of [child-on-child abuse], will always support those who report, and will proactively ensure that equality and non-discrimination inform its work.
- II. Zero tolerance in practice requires taking all allegations seriously. It does not mean that the same actions will always be taken if a report is upheld; instead there should be a range of options with proportionality being a principle in determining consequences.
- III. Zero tolerance means that the leadership will make it possible and safe for anyone, no matter their position or contractual status, to be active in shaping a climate where [child-on-child abuse] is never ignored, minimised or excused. Where claims to zero tolerance sit alongside an absence of action, lived experiences undermine the value of the claim.
- IV. Contradictory signals risk damaging the reputation, internal and external, of the organisation and the belief of the staff or pupils concerned, that there is serious intent to change culture.
- V. In short, zero-tolerance means an ambition to create contexts and cultures where child-on-child abuse is not tolerated, and taking a proportionate and appropriate response to every alleged incident. It does not necessarily mean the use of sanctions in all cases, and where sanctions may be considered, schools and colleges should ensure that they do not disproportionately impact racially minoritised children, those with disabilities and those already known to local authority children's social care.

### 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 child-on-child abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures under 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.
  - IV. The school will use the current guidance regarding referrals to the police: <https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

## **Attachment Awareness and Trauma Informed Practice**

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 pupils. 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 can 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.

## **Trauma Informed Practice**

Although behaviourist approaches to managing pupils' behaviour can work for the majority of children at Bede's Prep, 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 Prep 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.

## **First-Year Flourishing Project (Senior School)**

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 bystanders in regards to bullying or unkind behaviour