

## Behaviour Policy (Trust including EYFS)

### This Policy has regard to:

- KCSIE (2018)
- *DfE Behaviour and Discipline in Schools (2016)*
- 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
- Staff Supervision Policy
- Uniform Requirements

### Introduction

- 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:
- III. "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"

### 1. 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

### 2. 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), wearing School uniform and when pupils are associated with the School at any time.

### 3. 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 tolerance of difference.
- II. The most effective way for anyone to learn considerate behaviour and tolerance 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.

### 4. 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 helpfulness. These awards are given and formally recorded in the form of Headmaster's Distinctions, Headmaster's Commendations (Prep), Head of Year Certificates, Housemaster/mistress (Hm) prizes, Merit awards, Commendations and Section Points (Prep).
- III. The School recognises that where challenging behaviour is related to a pupil's 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.

### 5. 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) 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.
  - b) 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 set period of time. 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).
  - c) 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. *Housemasters'/mistresses' 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 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. *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 or an accumulation of Housemaster Detentions and is issued by the Principal Deputy Headmaster, Deputy Head Academic or Deputy Head Co-curricular at the Senior School, Deputy Head at the Prep School.
- IV. *Headmaster's Detention* – Is given for serious and / or highly unpleasant behaviour, alcohol misuse or accumulation of Deputy Head Detentions.
- V. *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.
- VI. *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
- VII. *Expulsion* – A pupil is liable to expulsion 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 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.
- VIII. The Headmaster is required to act fairly and in accordance with the principles of natural justice. The Headmaster will make a decision on a case by case basis. He will expel a pupil from the School only as a last resort and will not expel a pupil other than in grave circumstances.
- IX. *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.
- X. *Other Sanctions* – The Headmaster may prescribe and authorise the use of other sanctions as comply with good educational practice and promote observance of the School rules.
- XI. *Corporal Punishment* – is not used at Bede's School
- XII. 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.

## 6. 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 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.

## 7. Child Protection (Please see mybedes > School Policies > 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.

**8. Use of Reasonable Force** (Please see mybedes > School Policies > Pupil Reasonable Force Policy)

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

**9. Searching and Confiscation** (Please see mybedes > School Policies > Search and Confiscation Policy)**10. Malicious Allegations**

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

**11. Support systems for pupils**

- I. The School's pastoral system (i.e. House, tutoring, welfare, medical, SEN, 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, SEN). 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).

**12. 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) or Head of Year (Prep School) and overseen by the (Principal) 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.

**13. Staff training**

- I. Staff are employed to carry out tasks for which they are appropriately qualified and in which they are competent. The Deputy Head Staff, Heads of Department, Hms, Heads of Year and Heads of Faculty are all charged with ensuring the teaching and pastoral staff are well-trained and supported to ensure good standards of behaviour prevail across the School, in both formal and informal settings. Via iSAMS, annual appraisals, departmental meetings, lesson observation and feedback from pupils and colleagues, senior staff are able to track any trends in pupil behaviour that might suggest a member of staff requires extra support in behaviour management. Once identified this situation will be monitored by the line manager.

**14. Managing transition**

- I. The Trust Registrar, (working closely with the relevant Heads of Year, Head of SEN 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; and Prep School boarding).

## 15. Records

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

<b>Owned by:</b>	Principal Deputy Headmaster
<b>Authorised by:</b>	Governing Body
<b>Date:</b>	November 2018
<b>Review Date:</b>	November 2019
<b>Circulation:</b>	School website, All Staff, All Pupils

## 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, 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) unauthorized 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 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 on to School premises.
- e) Using tobacco or any product containing tobacco on School premises.
- 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 computer hacking.
  - 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
  - d) The loading 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 in to School once they have passed their Driving Test and by permission of the Principal Deputy Headmaster only. Pupils, Housemasters 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 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. Personal Presentation**

- I. Pupils must present themselves at all times in the correct uniform (see Appendix 1a (ii)) which should be smart in appearance. 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 for breaches of the Rules**

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



**Appendix 1a (i)****1. Drugs Testing**

- I. In cases where a pupil has not been caught in possession of drugs or in the act of using them, but there is reasonable cause to believe that a pupil may have been involved in drug abuse, the Principal Deputy Head, in consultation with the Headmaster, may require a pupil to give a sample of urine for testing.
- II. Examples of a reasonable cause: the pupil may have been implicated in some incident when drugs were abused, but not actually caught; there may have been an admission of, or strong suspicion of, drug abuse out of School; an abuse at School a long time ago may come to light at a later date; a change in behaviour or attitude; a fall-off in quality of work; concern expressed by parents or others; past record at a previous School.
- III. Parents / guardians and carers will be informed whenever possible that a test is to be made. They will always be informed of the result of the test.
- 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. 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 Principal Deputy Headmaster (PDH). The PDH will then meet with the pupil and inform them that they will be going on the Random Drug Testing Programme (RDTP). The PDH 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 (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 to the PDH and Housemasters will inform the pupil of the result (unless the test is positive and then the pupil will see the PDH). 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.

## 1. 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.

### 2. Junior Girls

- a) A white open necked school blouse with House kilt worn on or below the knee.
- b) FY and L5 2018-19 – a blue tweed school blazer with a blue v-neck pullover with green trim around the neck; the pullover to be worn in addition to the blazer and not instead of the blazer. Plain blue tights, white socks or no socks. Black leather shoes with no heel.
- c) U5 2018-19 – a black school blazer with a black v-neck pullover, the pullover to be worn in addition to the blazer and not instead of the blazer. Plain black tights, white socks or no socks. Black leather shoes with no heel.
- d) One pair of stud earrings in the lower earlobe as well as one discreet necklace on a chain and one bracelet. No other jewellery is permitted.
- e) Hair should be discreet in style, worn tidily and in a natural tone. Make up should be discreet, no nail polish is allowed.
- f) Coats must cover the suit jacket and may only be navy or black. They can be made of waterproof or wool material. No 'parkas' or 'puffa jackets' allowed. Markings, fur or branding should not be visible.

### 3. Junior Boys

- a) A white shirt with House tie, grey school trousers in classic style. Black leather shoes.
- b) FY and L5 2018-19 – a blue tweed school blazer with blue v-neck pullover with green trim around the neck; the pullover to be worn in addition to the blazer and not instead of the blazer.
- c) L5 and U5 2018-19 – a black school blazer with a black v-neck pullover, the pullover to be worn in addition to the blazer and not instead of the blazer.
- d) No visible jewellery; earrings or piercings are not permitted.
- e) Hair should be natural in colour, collar length and conservative in style. Hair must not have a large difference in its length over the cut; for example very short on the sides and long on the top. Boys must be clean-shaven.
- f) Canterbury Sports jackets are for sporting fixtures only.
- g) Coats must cover the suit jacket and may only be navy or black. They can be made of waterproof or wool material. No 'parkas' or 'puffa jackets' allowed. Markings, fur or branding should not be visible

## 4. SENIOR UNIFORM

- I. **N.B.** *This policy is designed to comply with the School's policy on equality and allows for Sixth formers to express individuality whilst keeping to common guidelines.*

### 5. Compulsory

- a) A plain tailored suit. The blazer must match the bottom half (trousers, skirt, dress) (bought in the same shop at the same time)
- b) A collared shirt
- c) House or Prefect scarf or tie worn around the neck
- d) Plain, smart, black or brown, polishable shoes or boots

### 6. Optional

- a) Plain (one colour) V-neck jumper
- b) Jewellery – one ring, one bracelet, one necklace, one pair of stud earrings
- c) Plain coat which must cover the blazer

## **7. Other**

- a) Natural colour, clean and tidy hair
- b) No facial hair and no facial piercings
- c) No visible tattoos
- d) Shirt Sleeve Order (SSO) may be called by the PDH at 10.30am

## **8. PE Uniform Requirements**

- I. Unless there has been express permission from a member of staff, Bede's sports kit (as defined by this section) must be worn both around the school or during off-site activities or during sports fixtures.
  - a) Bede's Senior skort / Bede's black shorts or Bede's tracksuit with white polo shirt (leggings can be worn under the skort / shorts or in the gym in the gym at the teacher's discretion)
  - b) Bede's black fleece or Bede's black waterproof jacket
  - c) White or green socks, depending on the sport, with the appropriate footwear
  - d) Gum shields and shin pads are required for hockey
  - e) For matches, all pupils are required to wear their formal kit for that sport

## Bede's Prep School – School Rules

- I. These Trust School Rules, which may undergo change from time to time, are to be circulated to members of staff, pupils and parents of Bede's Schools.
- II. Pupils are expected to abide by these rules when at the School, travelling to and from the School, when representing the School and during trips and visits.
- III. Parents and pupils are expected to support the aims, ethos, policies and rules of the School and to uphold its good name and reputation. Some of these rules may seem rather incongruous within the life of a preparatory School, but they are intended to cover all the children in the Trust from the Preparatory School to the Senior School.

### 1. Unacceptable Behaviour

- I. Any behaviour that is deemed unacceptable by the School can draw sanctions, which in a serious case may result in removal from the School.
  - a) Incidents of theft, blackmail, physical violence, intimidation, bullying (as defined in the School's bullying policy), racism, vandalism, computer hacking, etc., are not tolerated at the School.
  - b) Likewise, persistent rudeness or the disruption of a School activity/lesson or on school buses will not be tolerated.
- II. Pupils breaching 1a) or 1b) may expect to be suspended from School. Serious or persistent breaches may result in removal from School.

### 2. Boarding

- a) Pupils may not enter an area of the boarding accommodation occupied by pupils of the opposite sex except in accordance with the published visiting arrangements, or in an emergency.
- b) Except in an emergency or for a previously agreed purpose (such as going on a School trip), boarders must not leave their boarding House between bedtimes and wake up.
- I. Pupils found to be in breach of rules 2a) and 2b) above must expect to be suspended from School. Repeated breaches of these rules may result in removal from the School.

### 3. 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
  - d) The loading or downloading of pornographic images or text to or from the internet.

### 4. Drugs and Substances

- I. 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
  - 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) unauthorized 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

- I. **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.

Here:-

- II. Anyone supplying drugs and substances must also expect to be expelled immediately, even if s/he is about to sit public examinations.
- III. Anyone possessing or using drugs and substances must also expect to be expelled. (In exceptional cases a supportive regime, whereby the pupil agrees to submit to random urine tests, may be offered as an alternative to expulsion for this category of misuse).
- IV. If there is reason to suspect that a pupil has been involved with drugs or substances, s/he may be asked to supply a urine sample for analysis (see RDTP protocol).

## 5. Alcohol 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 on to School premises.
  - e) Using tobacco or any product containing tobacco on School premises.
  - f) Supplying tobacco or any product containing tobacco to other School pupils.
  - g) E cigarettes (including ‘vaping’)
- I. Appropriate sanctions for breaches of rules 5 above may range from detention or loss of privileges for first minor breaches, to suspension, an agreed withdrawal by parents, or a required removal for wilful and/or persistent breaches.

## Bede's Prep School Behaviour

- I. Pupils are expected to be mindful of 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.

### Behaviour We Wish To Discourage

#### Includes:

- \* all forms of bullying
- \* deliberate physical attacks meant to hurt
- \* Discriminatory attacks such as racist/homophobic remarks
- \* electronic forms of abuse, such as messages sent via e-mail, Instagram, Snapchat and any other social media forums.
- \* inappropriate language
- \* taunting and provocation
- \* spoiling the work, activities, games and property of other children
- \* deliberate damage of school property/environment
- \* open defiance
- \* intimidation, by physical, emotional or verbal means
- \* calculated harassments and retaliations
- \* excluding others deliberately to be unkind
- \* constantly seeking attention by negative means/behaviours
- \* deliberate attempts to play adults and children off against one another
- \* Smoking, alcohol and all forms of substance abuse will not be tolerated and offenders will be suspended following a process of advice and guidance. Repeat offences may lead to permanent exclusion

### Behaviour In Children We Wish To

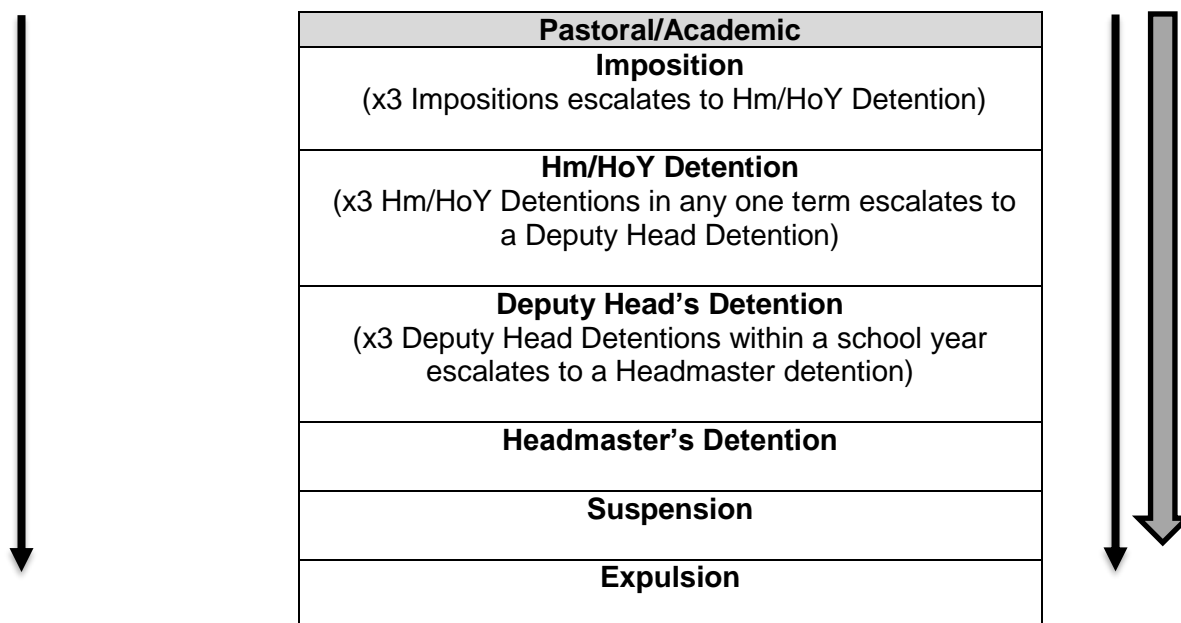
#### Encourage

#### Includes:

- \* being happy, capable and confident
- \* self-respect, self discipline, self awareness
- \* politeness and courtesy to everyone
- \* a gentle, caring attitude
- \* thoughtfulness towards the needs and wishes of others
- \* 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
- \* listening to other people's views and opinions
- \* being a friend
- \* sympathy and empathy
- \* being able to say sorry and prepared to admit when in the wrong
- \* praising and encouraging each other
- \* appreciating and tolerating differences between people
- \* sharing and cooperating together
- \* being reflective
- \* being honest, open and truthful
- \* being able to state point of view/feelings
- \* giving a chance, and another chance, to others
- \* self effacement

## Rewards and Application of Sanctions – Senior School

## Sanctions System



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 &amp; Commendation</b>	<p><b>MERIT</b> Awarded by a teacher for good behaviour or academic achievement to junior pupils. Top two Performers in each house to be presented in Final Assembly. Awarded for good conduct, good work and acts of kindness</p> <p><b>COMMENDATION</b> Awarded by a teacher for good behaviour or academic achievement to Sixth Form pupils. Individual commendations are awarded for outstanding work or contributions to school life and are recognised and celebrated through tutorial sessions. Top two Performers in each house to be presented in Final House Assembly on a termly basis. Awarded for good conduct, academic achievement and effort as well as acts of kindness.</p>
<b>Hm/HoY DT</b>	Tuesday or Wednesday from 1.40pm to 2.30pm. Given as per S5 of this policy.	<b>Distinction</b>	For academic excellence or exceptional contributions to school life. Published in newsletter, photograph, announced in Headmaster's weekly assembly and on School noticeboard. Pupil to see the Headmaster.
<b>Deputy Head DT</b>	Saturday 12.30pm to 2.30pm in ICT 3.	<b>House Excellence Award</b>	Awarded in last House Assembly once a term

	Letter home from Deputy Head	<b>Service to the School award</b>	Awarded in last School Assembly once a term
<b>Headmaster DT</b>	Saturday 9.00am to 11.00am. Letter home from PDH	<b>Head of Year Certificate</b>	Awarded in Year Head Assemblies for academic criteria
<b>Suspension/ Expulsion</b>	Authorised by PDH/ HM	<b>Email home from Tutor</b>	

**N.B. Other valid sanctions are as outlined in the House Management Handbook**

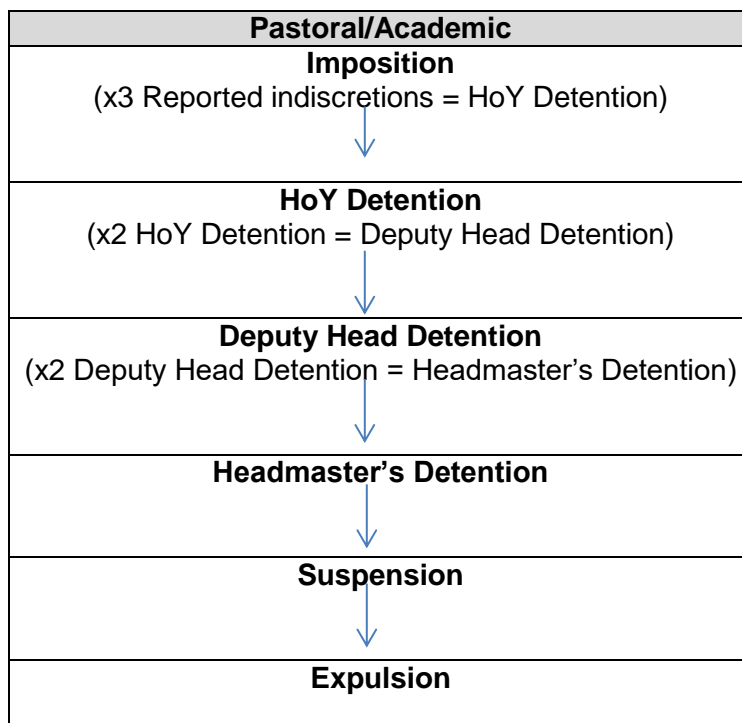
**Fast Track**

Missed Lesson	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, Bullying	Deputy Head's Detention
Highly Unpleasant Behaviour	Headmaster's Detention or Suspension



## Rewards and Application of Sanctions – Prep School

## Sanctions System



Type of Sanctions		Types of Rewards	
<b>Imposition</b>	Punishment set by a teacher who records the incident on iSAMS Given for (but not limited to): lateness, poor uniform, poor effort, late work, minor disruption. Possible sanctions include: set work, re do work, clearing tasks etc.	<b>Section Points</b>	Section Points awarded by Staff to pupils in Years R – 8. The Top Section Point Scorer in each year 3 – 8 is presented a book token at the Final Assembly of the Term.
<b>HoY Detention</b>	Monday, Tuesday, or Thursday 10.40am – 11.00am Given for (but not limited to) removal from lesson by SMT, significant rudeness, 3x indiscretions	<b>Citizenship Awards</b>	One per Form Years 3 – 8. The Citizenship Prize is presented a book token at the Final Assembly of the Term.
<b>Deputy Head Detention</b>	Monday or Tuesday. 4.50pm – 5.50pm Letter home from Deputy Head	<b>Headmaster's Commendations</b>	Recommended by Teaching Staff. Certificate presented in weekly assembly. Published in newsletter.
<b>Headmaster's Detention</b>	Saturday 10.00am – 12.00pm Letter home from Headmaster	<b>Sticker Books</b>	Reception, Year 1 and Year 2. 10 x stickers to Deputy Head for an overall big sticker.

<b>Suspension/ Expulsion</b>	Authorised by Headmaster/Deputy Head	<b>Nursery</b>	Daily verbal praise.
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**N.B. Other valid sanctions are as outlined in the House Management Handbook**

### **Fast Track**

Missed Lesson	Deputy Head's Detention
Bullying	Deputy Head's Detention
Highly Unpleasant Behaviour	Headmaster's Detention or Suspension

### **If a child's behaviour is unacceptable in Reception (EYFS)**

**These may be used in years 1 and 2 and also for pupils in Reception along with the Nursery Behaviour Management policy, depending on appropriateness for the individual.**

#### **1<sup>st</sup> offence**

The pupil is given a verbal warning clearly stating the inappropriate behaviour which the child needs to adjust. Their name is written on the board.

#### **2<sup>nd</sup> offence – Verbal warning**

Sad face or cross put by name. The child should then be encouraged to continue working with a positive and more concentrated attitude without disruption to fellow pupils. Appropriate teacher sanctions should be implemented.

#### **3<sup>rd</sup> offence**

The child should be taken to the Head of Year for 'time-out'. The pupil will be encouraged to understand why their behaviour was unacceptable and helped to amend their actions.

Parents may be informed by the form tutor. The child's name should be removed as soon as the form tutor sees an improvement in behaviour and always at the end of every day.

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

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

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

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

These sanctions must be publicised and displayed in House, made clear to pupils, reasonably enforced and recorded in isams. Ensure ALL tutors are aware.

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

**Boarding Housemistress's Agreed House Sanctions – Prep School****Part of the Prep Boarding Management Handbook**

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

These rules and sanctions are guidelines and each situation will be dealt with individually.

**Sanctions should always be appropriate and proportionate to the misdemeanour.**

<b>Rule broken</b>	<b>Suggested Sanction</b>
<b>Rudeness to a member of staff</b>	Various, depending on severity, including time out, letter of apology, missing film/tuck night.
<b>Untidy room</b>	Missing film/tuck night or other House treat in order to tidy
<b>Messy kitchen or common room</b>	Missing film/tuck night or other House treat in order to tidy
<b>Phones or devices in bedrooms</b>	Confiscation of devices for one evening
<b>Noise after lights out</b>	House detention
<b>Noise before wake up</b>	Apology letter to all those woken up, House detention
<b>Rudeness to another pupil</b>	Initially a warning, if persistent contact parents
<b>Bullying</b>	Contact parents, speak to Deputy Head or Headmaster, suspension if serious or repeated
<b>Out of bounds (e.g. girls in boys' rooms, boys beyond girls' stairwell doorway)</b>	Speak to DH or H, contact parents, suspension if serious or repeated
<b>Damaging another boarders' property</b>	Contact parents to pay for replacement, letter of apology
<b>Damaging House property</b>	As above

**ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS**

- I. Peer-on-peer 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 peer-on-peer abuse. All boarding staff at Bede’s complete up to date training on peer on peer abuse to ensure they are vigilant in this regard and regular boarding meetings include peer on peer 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 happen 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.