St Bede's Catholic Voluntary Academy

Behaviour Policy

"We commit ourselves to love, respect and serve one another as disciples of Jesus Christ"

Date of approval	January 2025
Date of review	January 2026

Statement of intent

Positive attitudes to learning supported by high standards of behaviour are fundamental expectations of all members of St Bede's Catholic Voluntary Academy. Our mission to 'love, respect and serve one another as disciples of Jesus Christ' is at the heart of our ethos and we are clear about how we communicate these expectations to all members of the school. Good behaviour in schools is central to a good education and the existence of a calm, safe and supportive environment enables all learners to learn free from disruption. A clear vision of what good behaviour looks like is paramount to educating young people how to behave respectfully. A clear behaviour system is in place in order to promote our gospel values and to reinforce the high expectations of behaviour at the academy. This is commonly understood by staff and students and applied consistently and fairly to promote a positive behaviour culture which promotes self-discipline, excellent behaviour and respect. At St Bede's, we are consistent and fair when applying the behaviour policy to create a safe and predictable environment that students can thrive in. At St Bede's, positives are promoted, recognised and celebrated in a variety of ways. It is the academy's belief that all individuals respond positively to recognition and reward; they are then motivated to repeatedly model excellent conduct across the academy.

1.Aims

1.1 This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect theCatholic values of the school and enable all students to feel valued and safe.
- Outline the expectations and consequences of behaviour and how students are expected to behave.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Ensure each young persons' efforts are recognised and rewarded consistently.

1.2 Our Catholic virtues underpin St Bede's Behaviour Policy – The St Bede's Way.

The Catholic virtues are:

- Honesty
- Forgiveness
- Humility

2.Legislation, statutory requirements, and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Exclusion from maintained schools, academies and pupil referral units in England

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

Supporting pupils with medical conditions at school
Use of reasonable force in schools

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
In addition, this policy is based on:

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lateness to school or lessons
- Failure to adhere to school routines

Serious Misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism Theft
- Fighting Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs/paraphernalia
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member 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)

4. Bullying

At St Bede's. bullying behaviour is defined as the repeated, negative and intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

"Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." (DfE Preventing and Tackling Bullying, 2017)

Bullying is, therefore:

- Repeated, often over a period of time
- Negative and deliberately hurtful
- Intentionally make others feel upset or unsafe

Bullying can include:

TYPE OF BULLYING	DEFINITION
Verbal	The negative use of speech, sign language or verbal gestures to intentionally hurt others. This includes (and not exhaustive to) swearing, offensive language, any discriminatory language or comments such as disablist, racism, sexism, homophobic, gender based or against any protected characteristic, Hate crimes, Sexual harassment and hurtful comments
Physical	The repeated, negative use of body contact to intentionally hurt others. This includes (and not exhaustive to) punching, kicking, hitting, slapping, spitting, tripping or Sexual Violence
Indirect	The repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others. This includes (and not exhaustive to) cyberbullying, rumours, isolating someone, damaging/taking property, secret sharing or physical intimidation. Cyberbullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic, Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.

At St Bede's, we do not tolerate bullying and act upon reports of bullying behaviour in line with the anti- bullying policy. All students are expected to be upstanders and report concerns to any trusted adult. All students have a named person to report any concerns to so that bullying can be dealt with. As part of the behaviour curriculum, students are educated about the academy's definition of bullying behaviour, the types of bullying, the roles students adopt during incidents and how to report incidents of bullying. Also, students are made aware of the behaviour sanctions for bullying and that they must complete educational awareness sessions to change their behaviours towards others. Educational sessions take place throughout the year to continuously educate students about bullying and the impact of this.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying

strategy:https://stbedesscunthorpe.org.uk/safeguarding-policies/

How the school will prevent bullying:

- Behaviour curriculum that educates young people about bullying behaviour and its impact
- Students can report bullying behaviour to any trusted adult, their named person, the anti-bullying lead or safeguarding team. Parents can report bullying to the school directly by contacting the tutor or Head of Year.
- The anti-bullying lead and Heads of Year will investigate allegations of bullying behaviour by speaking to the target, witnesses and alleged perpetrator, including watching CCTV where possible and gathering statements. If it is deemed to be bullying, those involved will be sanctioned according to their roles (see P system). Perpetrators of bullying behaviour will also have to participate in educational awareness sessions to reflect on and change their behaviours. Additionally, some sessions may take place with external providers such as the community cohesion policing team.
- The academy will respond to reports of bullying behaviour off site and online and investigate as above and sanction according to the policy.
- Bullying is logged and analysed every half term alongside other behaviour data to tackle any emerging trends or patterns to educate students about.
- Bullying is sanctioned in line with the 'peer on peer' behaviour system.
- The school offers emotional support and support packages to targets of bullying. Vulnerable students have a named person to speak to daily to raise concerns as well as any trusted adult.
- Proactively, the school educates students about bullying, and this is an integral part of the behaviour curriculum delivered to all students.
- Staff are trained in handling bullying behaviour through specific CPD sessions led by senior staff.

5. Roles and responsibilities

5.1 The Governing Board

The St Bede's governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations by explicitly teaching behaviour and reiterating it in every interaction with pupils.
- Taking responsibility for managing behaviour at any point during the school day
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- The senior leadership team will be highly visible around the school.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.

- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture.
- Build positive home-school relationships in order to support pupils collectively

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school in line with Catholic virtues.
- The behavioural and social norms expected within and outside of school.
- That they have a duty to follow the behaviour policy and create a safe environment.
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- How the school defines, investigates and responds to bullying behaviour and sexual harassment and violence
- How to be an upstander within and outside of school
- The pastoral support that is available to them to help them meet the behavioural standards.
- Ensuring students do not wear jewellery of any kind and have non-excessive haircuts and non-vibrant hair colours.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Student surveys are regularly completed to review and improve behaviour alongside student voice focus groups that are conducted by Heads of Year. The school then provides feedback via You Said, We Did' assemblies and half termly SLT assemblies.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

It is the belief of the academy that positive behaviour reflects the Catholic virtues of the school, readiness to learn and respect for others. At St Bede's, we deliver a behaviour curriculum that teaches students which behaviours are expected and which behaviours are prohibited. This consists of culture week at the start of each academic year which defines the expected behaviours in school and models what successful behaviour looks like.

There are core units delivered consistently across all year groups and then bespoke sessions relevant to each year group. This behaviour curriculum is then positively reinforced by repeatedly practising routines and reinforcing the positive behavioural norms expected. The behaviour curriculum is then further embedded through behaviour sessions, acts of worship, PSHCE and half termly assemblies. Routines are displayed across the academy to visually reinforce behavioural norms and expectations.

The consequence system is shared with staff and students regularly to ensure students are certain on the consequences of unacceptable behaviour in classrooms, at social times and towards their peers. Relational dialogue is used to strengthen conversations that positively reinforce or challenge

behaviours. There are clear expectations for students to adhere to which are praised and rewarded. Staff at all levels are empowered and supported to reinforce the behavioural norms expected at the academy.

Pupils are expected to:

- Be punctual to school and lessons
- Wear the correct uniform at all times
- Line up for lessons after breaks and lunchtimes promptly
- Line up for the canteen
- Adhere to one-way systems and corridor conduct routines
- Behave in a calm and orderly manner when moving around the academy
- Not cross red and yellow lines
- Always carry conduct and rewards cards
- Accept consequences when issued
- Show respect and be polite to members of staff and each other
- In class, make it possible for all pupils to learn
- Report issues to staff

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure allpupils can meet behavioural expectations in the curriculum.

In terms of uniform, students must always wear the correct school uniform and parents/carers should contact the House Office to make school aware of any issues. During non-school uniform days, trips and events, students must wear appropriate clothing. The following are not permitted:

- Inappropriate clothing
- Lycra shorts, Nike Pro shorts or shorts of a similar length/style to Nike Pro
- Cropped tops revealing midriffs.
- Any logos, badges, symbols of wording on clothing that could be deemed offensive.

Students may be prevented from accessing trips, events and non-uniform days if these expectations are breached.

6.1 Mobile Phones

At St Bede's, we operate a no mobile phone policy in school. The expected behaviour is that students turn offtheir mobile phones and place them in their bags before entering the school site. They should remain in bagsfor the duration of the day.

This behavioural norm is to safeguard students from bullying and abuse and mitigate risks, limit disruption whilst promoting positive social interaction with peers instead.

- Pupils are to switch off phones and place them in their bags before entering the school site
- Mobile phones are not to be accessed at any point whilst on the school site
- If seen, mobile phones are confiscated for parent collection
- Refusal to handover a mobile phone is classed as a serious behaviour breach
- Confiscated phones are handed to reception for secure storage
- There will be exceptions to the rules for medical or personal reasons as determined by senior leaders

7.Responding to Behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within theschool.

They will:
- Create and maintain an engaging environment that promotes good learning.
- Display the consequence and reward boards and use them consistently.
- Display routines posters to reinforce expected positive behaviours.
- Develop a positive relationship with pupils, which may include:

  - Welcoming students at door thresholds as far as possible
  - Greeting pupils in the morning/at the start of lessons/around the school
  - Using relational dialogue to hold meaningful conversations with pupils
  - Establishing and reinforcing expected routines
  - Communicating expectations of behaviour verbally and by modelling the behaviours to pupils
  - Highlighting, promoting and rewarding good behaviour.
  - Having strategies for dealing with low-level disruption
  - Praise positive behaviours displayed outside of classrooms.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information: https://stbedesscunthorpe.org.uk/safeguarding-policies/

7.3 Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectationsand norms of the school's behaviour culture. 'Be Like Bede' cards are used to recognise virtuous, positive behaviours throughout the school day which reflect our Catholic ethos and recognise students' contributions in a number of ways.

Positive behaviour will be rewarded with:

- Verbal praise and thanking students.
- Be Like Bede' cards signed and reward points issued.
- Communicating praise to parents
- Weekly assemblies that celebrate personal successes and rewards points
- Half termly celebration assemblies
- Positions of responsibility including the student leadership team across Y7-11
- Rewards activities
- Awards evening
- Headteacher and Chair of Governors commendations

7.4 Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respondin order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. Conduct cards will be signed for incidents of misbehaviour outside of lessons.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and relational dialogue to create meaningful conversations.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Signing of a conduct card
- A verbal reprimand and reminder of the expectations of behaviour in conjunction with the consequence system
- Restorative and/or reflective conversations to rectify misbehaviour.
- Sending the pupil out of the class to a Subject Leader
- Setting of written statements such as an account of their behaviour
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service (as per DFE guidance), such as tidying a classroom, supporting the canteen and collecting litter.
- Letter or phone call home to parents
- Referring the pupil to a senior member of staff
- Putting a pupil 'on report'
- Agreeing a behaviour plan
- Removal of the pupil from the classroom to the consequences room
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions but with regard to the impact on perceived fairness and consistency of the behaviour system.

7.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching,screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will beconfiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will bereturned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher,or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report thisto another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff whomay have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that thepupil is in possession of a prohibited item or any item identified in the school rules for which a search can bemade, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. Thesearch will only take place on the school premises or where the member of staff has lawful control or chargeof the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf.
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguardinglead (or deputy) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search willprevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified insection 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or

lockers.Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will berecorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff willtell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasonsfor the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguardinglead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carriedout by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on thepupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of careto the pupil involved and should advocate for pupil wellbeing at all times.

Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the schoolcan't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them forany trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present otherthan the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees.

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the mostexceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil.
- Not be a police officer or otherwise associated with the police.
- Not be the headteacher.
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seenby anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected itemis found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm andwhether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's socialcare is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Involves the use of prohibited items including but not exhaustive to: knives, weapons, drus, associated paraphernalia

Appropriate sanctions will be issued as deemed necessary by the relevant staff.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil, staff member or member of the public.
- Could adversely affect the reputation of the school.
- Poses a safeguarding risk to the school community

The issuing of sanctions will be given out on school premises or elsewhere when the pupil is under the lawful control ofa staff member.

7.8 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil, staff member or member of the public.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

The issuing of sanctions will be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadershipteam / designated safeguarding lead or safeguarding officer will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its owninvestigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report tochildren's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitableresponse, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel itmight be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police.

Please refer to our child protection and safeguarding policy for more information: https://stbedesscunthorpe.org.uk/safeguarding-policies/

7.11 Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance withthis policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious,

the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. Ifso, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegationsof abuse against staff or other pupils.

8.Serious Sanctions

8.1 Detention

All staff are able to issue detentions in line with the behaviour policy. If a student receives a C2/B2, C3/B3/P3 then they can be issued with detentions during break, lunchtime or after school during term time. If a studentis late to school, they are issued with a same day lunch or after school detention depending on the period of lateness.

The school will notify parents and carers regarding after school detentions.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Interrupt the pupil's caring responsibilities.

Parents and carers are expected to inform the school of any issues regarding detentions.

8.2 Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from theclassroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staffthat is meaningful, but it may differ from the mainstream curriculum. Pupils may be removed to another classroom or to the consequences room.

Removal is a serious sanction and will be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow other pupils to learn free from disruption.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by staff members, and will be removed for periods of time reflected in the C,B and P systems.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequentlyremoved from class, such as possible pastoral support interventions:

- Tutor, Head of Year and SLT mentoring
- Behaviour programmes led by Think for the Future
- Behaviour mentoring
- Therapy support
- Motivation and engagement sessions
- Meetings with parents and carers/school
- Use of teaching assistants
- Restorative justice and reflective dialogue
- Behaviour report cards
- Behaviour plans with personalised interventions
- Compliance scripts and de-escalation plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal. See appendix 1 for possible sanctions.

A young person who persistently fails to follow The St Bede's Way or who has committed a particularly serious misdemeanour will be at risk of a higher level of sanction. At this stage a decision will be taken as to whether an extended internal exclusion in the academy or at another school or a fixed term exclusion or a permanent exclusion is required in consultation with the headteacher.

8.3 Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents (on site and off site) or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

At this stage a decision will be taken as to whether an extended internal isolation in the academy or at another school may be used whilst investigations are carried out, which may lead to a suspension or permanent exclusion.

Please refer to our exclusions policy for more information https://stbedesscunthorpe.org.uk/policies/

9.Responding to Misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability(SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school's approach to anticipating and removing triggers of misbehaviour is listed below but not exhaustiveas decisions are made on a case-by-case basis.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism, ADHD and other needs
- Use of separation spaces (learning support) where pupils can regulate their emotions during a moment of sensory overload.
- Use of safe spaces, named people, scripts and de-escalation plans for a pupil with SEND who finds it difficult to regulate their emotions during a moment of sensory overload.
- Teaching pupils the expected behaviours and practising of routines to create consistency and emotional safety as pupils know what is expected.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for thebehaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challengingbehaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmesfor that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authorityand other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. Information regarding North Lincolnshire SEND offer can be found in the link below: https://localoffer.northlincs.gov.uk/

10.Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve theirbehaviour and meet the expectations of the school.

Pupils who are removed to another classroom are expected to engage in a reflective conversation to improve their conduct in the next lesson. Pupils removed to the consequences room complete a restorative justice and reflection sheet to consider their actions resulting in being placed in the consequences room.

Other strategies may include measures like:

- Daily contact with tutor, Head of Year or SLT link
- A report card
- Behaviour mentoring
- Reviewing timetable and adjusting it accordingly
- Educational awareness sessions where relevant
- Mediation
- Reteaching of the behaviour curriculum
- Practising of routines and behavioural expectations to prevent further breaches

11.Pupil Transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new tutors and Head of Year during culture week. Lessons about behaviour expectations and culture are accompanied by lessonspertinent to the age group and academic and social needs.

To ensure behaviour is continually monitored and the right support is in place, information related to pupilbehaviour issues is accessible to relevant staff at the start of the term or year.

12.Training

As part of their induction process, our staff are provided with regular training on managing behaviour,including training on:

- The behaviour policy, systems and expected routines.
- How to form positive interactions with pupils to create meaningful conversations
- Recording and logging positive and negative behaviours
- How SEND and mental health needs impact behaviour
- The needs of the pupils at the school
- Bullying and the referral system
- How to respond to incidents of sexual harassment and violence

Behaviour management will also form part of continuing professional development.

13.Monitoring Arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The behaviour and exclusion data will be analysed every half term by the senior leadership team. Attendance data is analysed weekly by the senior leader for attendance and it is discussed regularly at senior leadership meetings.

Pupil support units, off-site directions and managed moves data is analysed and discussed at senior leadership meetings.

The data will be analysed from a variety of perspectives including:

- At school level
- By year group
- Half termly comparisons
- Different types of behaviours such as classroom, social, peer related behaviours

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it. The school will also review opportunities to teach pupils about areas identifiedfrom behaviour data as part of the behaviour curriculum.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body at least annually, or morefrequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governors.

14.Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Searching and screening policy

Behaviour system 'C' – This relates to behaviour in the classroom

	The behaviour	Sanction/Action

C1	• Low level – behaviours such as:
	   o Talking
	   o Not focussed
	   o Turning around
	   o Lack of work
	
	• Lack of homework (1st time)
	• Refusal to cooperate with warning.
		• Note in the student planner.

C2	• Repeated low-level behaviours. • Lack of homework (2nd time)	• Break time detention • Note in planner • Logged on Arbor • Parents/Carers notified
C3	• Rudeness/disrespectful/argumentative to staff and visitors • Challenging staff decisions. • Rudeness/disrespectful to peers. • Persistent disruption to learning. • Refusal to hand over planner to record C1/C2. • Failure to attend C2 detention. • Refusal to work • Lack of homework (3rd of more time) • Failure to attend C3 30-minute detention results in a C3 60 minute detention.	• After school detention for 30 minutes. • Failure to attend after school detention for 30 minutes is then increased to 60 minute detention C3 • Teacher to record on Arbor • Parents/Carers notified • School based community service • Student sent elsewhere in the department or school. • Phone call home
C4a	• Foul and abusive language including muttering disrespectful comments. • Dangerous behaviour • Aggressive behaviour • Intimidating behaviour • Vandalism • Defiance • Truancy of lesson or Act of Worship- tutor time • Refusal to hand over mobile phone or refusal to remove jewellery • Other behaviours in line with the above. • Failure to attend C3 60 minute detention results in 2 periods and an hour after school detention. • Disruption of C3 detention • Persistent misbehaviours	• Up to 3 lessons in the consequences room determined by SLT/oncall • Place on amber report to HOY • Oncall to record on Arbor • Parents/Carers notified • School based community service

C4b	• Disrupting facility isolation (C3) • Foul and abusive language includingmuttering disrespectful comments. • Dangerous behaviour • Aggressive behaviour • Intimidating behaviour • Vandalism • Defiance • Misuse of school computers • Excessive hair cut or vibrant hair colours not in line with uniform expectations • Breaches of school policy, and other behaviours including uniform breaches. •	• 5 periods in the consequences room determined by SLT/oncall • C4 could be completed at analternative school • Place on amber report to HOY • Oncall to record on Arbor • School based communityservice • Loss of privileges • Oncall to record on Arbor • Parents/Carers notified

	The behaviour	Sanction
C5	- Serious aggressive behaviour - Serious intimidating behaviour - Serious dangerous behaviour - Serious vandalism - Serious defiance - Swearing at staff - Smoking or the use of illegal substancesand associated paraphernalia. - Carrying an offensive weapon - Making a false allegation or defamation of amember of staff. - Serious misuse of school computers - Theft or damage to academy property. - Refusal to complete B4 - Persistent and repeated breaches resulting in numerous isolations - Other behaviours in line with the above.	- Fixed term exclusion (suspension) issued byHeadteacher. - Place on red report to SLT - School based communityservice - Loss of privileges - Contact home - Reintegration meeting

Behaviour system 'B'

This relates to student behaviour at breaks, lunches and outside the classroom e.g. corridor behaviour and one way system:

	The behaviour	Sanction
B1	- Students congregating in groups. - Playing football in an inappropriate place. - Running in the quad area. - Swinging bags around. - Hoods up. - Unnecessarily loud behaviours/shouting. - Inappropriate noises - Physical contact. - Other behaviours in line with the above.	No further action/recording needed.

B2	• Squirting water • Climbing on furniture • Being in buildings without permission. • Litter. • Eating outside of the canteen/presentation centre. • Talking whilst lining up. • Breach of one-way system. • Lateness to lesson (at any point). • Incorrect uniform or PE Kit. • Wearing jewellery. • Unacceptable corridor conduct. • Breach of rules regarding bikes in car parks/paths/roads • No planner or pencil case • Full conduct card • Lateness: 8.45am-9am • Other behaviours in line with the above. • Refusal to cooperate with warning.	• Behaviour recorded on conduct cardby duty staff. • The conduct card must be dated. • 5 incidents identified by learning tutor who issues a lunchtime detention on Arbor. • Reception staff to issue B2 forlateness between 8.45am-9am and log on Arbor. • Parents/Carers notified
B3	• Rudeness/disrespectful/ argumentative to staff and visitors • Ignoring staff instruction. • Challenging staff decisions. • Lateness: 9am onwards results in 60 minutes • Other behaviours in line with the above. • Failure to attend B3 30 minute detention results in a B3 60 minute detention.	• After school detention for 30 minutes. • Failure to attend after school detention for 30 minutes is then increased to 60 minute detention B3 • Staff member to record on Arbor • School based community service • Phone call home. • Reception staff to issue B3 60 minutes for lateness after 9am and log on Arbor. • Parents/Carers notified
B4a	• Foul and abusive language including muttering disrespectful comments. • Dangerous behaviour • Aggressive behaviour • Intimidating behaviour • Being in an out of bounds area. • Vandalism • Defiance • Refusal to hand over mobile phone or refusal to remove jewellery. • 2 or more students in a toilet cubicle • Other behaviours in line with the above. • Failure to attend B3 60-minute detention results in 3 periods and an hour after school detention. • Persistent misbehaviours	• Up to 3 lessons in the consequences room determined by SLT/oncall • Place on amber report to HOY • Oncall to record on Arbor • Parents/Carers notified • School based community service

B4b	• Foul and abusive language including muttering disrespectfulcomments. • Dangerous behaviour • Aggressive behaviour • Intimidating behaviour • Vandalism • Defiance • Social media incident • Filming in school • Smoking or the use of illegalsubstances and associated paraphernalia. • Breaches of school policy, and other behaviours including uniform breaches.	• 5 periods in the consequences room determined by SLT/oncall • B4 could be completed at analternative school. • Place on amber report to HOY • Oncall to record on Arbor • School based community service • Loss of privileges • Parents/Carers notified
B5	• Serious aggressive behaviour • Serious intimidating behaviour • Serious dangerous behaviour • Serious vandalism • Serious defiance • Swearing at staff • Filming in school • Social media incident • Smoking or the use of illegalsubstances and associated paraphernalia. • Carrying an offensive weapon • Making a false allegation or defamation of a member of staff. • Theft or damage to academyproperty. • Refusal to complete B4 • Persistent and repeated breaches resulting in numerous isolations • Other behaviours in line with the above.	• Fixed term suspension issuedby Headteacher. • Place on red report to SLT • School based community service • Loss of privileges • Reintegration meeting • Contact home

Behaviour system "P" - Peer on Peer/Child on Child

Bullying behaviours, negative and intentional incidents and sexual abuse will be logged as 'P' consequence. This system reflects KCSIE and challenges child on child abuse including sexual harassment and sexual violence.

	The Behaviour	**Sanction/Action**
P3	- Intentional and negative incident - Sexualised (SH) comment	- After school detention for 60 minutes - Teacher to record on Arbor - Parents/Carers notified - School based community service - Phone call home
P4a	- Intentional and negative incident. - Sexualised (SH) comment - Failure to attend P3 results in 2 periods in isolation plus 60 minutes after school detention	- Up to 3 lessons in the consequences room determined by SLT/oncall - Place on amber report toHOY - HOY/Safeguarding to record on Arbor - Parents/Carers notified - School based community service
P4b	- Bullying behaviour - Sexual harassment - Intentional and negative incident which is discriminatory and/or prejudicial behaviourstowards others, including: - Racist - Disablist - Sexist - Homophobic - Gender based. - Religious discrimination - Any other protected characteristic.	5 periods in the consequencesroom determined by SLT/oncall - P4 could be completed at analternative school. - Place on amber report toHOY - Loss of privileges - HOY/Safeguarding to record on Arbor - Parents/Carers notified

P5	- Repeated bullying behaviours to the same child. - Relentless bullying to several students. - Intentional and negative incident which is discriminatory and/or prejudicial behaviours towards others, including: - Racist - Disablist - Sexist - Homophobic - Gender based. - Religious discrimination - Any other protected characteristic. - Intentional and negative incident - Up-skirting - Sexual harassment and/or violence - Persistent and repeated breaches resulting in numerous isolations - Other behaviours in line with the above.	- Fixed term suspension issued by Headteacher. - Contact home - Place on red report to SLT - Loss of privileges - Reintegration meeting