



St. Bede's Catholic School and Byron 6th Form College

'Be who God meant you to be and you will set the world ablaze'



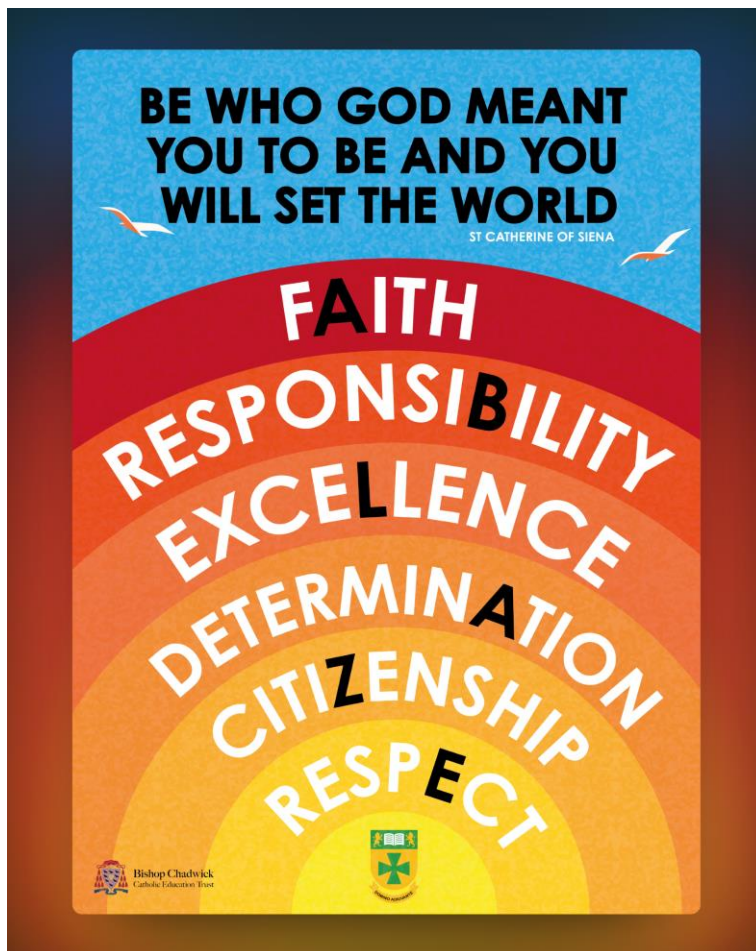
Positive Behaviour and Relationships Policy

'Show you belong'

VISION

“Be who God meant you to be and you will set the world ablaze.”

St Catherine of Siena.



St Bede is known as the light of the Church. We believe our students can use their God-given talents to be shining lights in our world. Our Catholic learning community is focused on enabling all individuals to flourish and sparkle as **citizens** that serve others and make a positive contribution to our world (“**set the world ablaze**”). All members of our school community are encouraged to aim high and to strive to be the person that God meant them to be at all opportunities.

Our **faith** and the Gospel values are integral to the way in which we form relationships with each other.

Treating others as Christ would treat them, we ensure that our policies and systems enable all students to excel in their interactions with others and in their learning according to their own ability and potential.

Students must have high expectations of themselves and others, taking responsibility for their own actions and words. We will do whatever it takes to ensure that every student at St Bede's achieves their full academic and personal potential. We expect students to strive for **excellence** in all aspects of school life.

When faced with challenges, students must exhibit **determination** and resilience to learn from mistakes and try again. This is true of their learning journey and of interactions with others. Sanctions are used restoratively to educate students and remind them of our high expectations; restorative conversations and descriptive verbal praise are essential tools that our staff use to foster dignity and **respect** and develop happy and purposeful relationships. It is essential, too, that students respect themselves and the role they play in our community. Positive, consistent behaviour management procedures are fundamental for the delivery of an effective, Gospel-centred education.

INTENTION

Our purpose as a Catholic school is to make Christ known to all and be the face of Christ in the community. Christ is at the centre of our mission at St Bede's; everything we do is to serve God and to contribute to building the kingdom: if our students, including the most disadvantaged and those with SEND, and staff become the people God meant them to be, they will truly set the world ablaze with their gifts and talents. Positive relationships are fundamental to this: relationships between student and student, staff and staff, staff and students, staff and parents, the school and the wider community.

These relationships mirror the values of the Gospel:

- Faithfulness and integrity
- Dignity and compassion
- Humility and gentleness
- Truth and justice
- Forgiveness and mercy
- Purity and holiness
- Tolerance and peace

- Service and sacrifice

These values come alive at St Bede's through our systems which are designed intentionally to ensure purpose over power. We use purposeful shared language, actions and routines designed to make students and other stakeholders feel welcome, important and understood – to feel that they belong. Our learning habits are designed to ensure students are equipped physically and emotionally to achieve excellent outcomes in school and life. As a result, we foster a culture of excellence.

Regular and appropriate continuous professional development enables us to support these aims. Close links with parents/carers, services in the local community, Bishop Chadwick Catholic Education Trust and the Diocese of Hexham and Newcastle help us to create a calm, safe and supportive environment for all, free from fear, discrimination and bullying.

CORE VALUES

Our core values are a 'golden thread' that influences everything we do:

- FAith
- ResponsiBility
- ExceLlence
- DeterminAtion
- CitiZenship
- RespEct

We believe instilling these values in our students will enable them to “live life to the full” (John 10:10), be a beacon of light in our communities, “set the world ablaze” and make it a better place.

LEGISLATION AND GUIDANCE

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

- [Behaviour in schools \(February 2024\)](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(September 2023\)](#)

- [Searching, Screening and Confiscation](#) (July 2022)
- [The Equality Act 2010](#) (revised 2018)
- [Keeping Children Safe in Education](#) (September 2023) - the 2024 version is still for info. only
- [Use of reasonable force in schools](#) (July 2013, reviewed 2015)
- [Schools \(Specification and Disposal of Articles\) Regulations](#) (April 2012)
- [Supporting pupils with medical conditions at school](#) (December 2015)
- [Special educational needs and disability \(SEND\) code of practice](#) (January 2015)

In addition, this policy is based on:

- [Section 175 of the Education Act](#) (2002)
- [Section 90 and 91 of the Education and Inspections Act](#) (2006)
- [Schedule 1 of the Education \(Independent School Standards\) Regulations](#) (2014); Paragraph 7 outlines a school's duty to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

BEHAVIOUR FOR LEARNING

The aim of our behaviour system is to ensure all pupil can thrive fulfilling their God-given potential in a safe environment which supports and challenges. Our system is simple, fair and designed to enable all pupils to achieve. We understand that a student's behaviour can be adversely affected by external influences and where possible we should look at strategies to support them with these. They will be supported to understand our core values and learning habits and by living and breathing these each day they will thrive in our culture of excellence.

Familiarising yourself with our core values and learning habits will give you and your child peace of mind and will allow the best possible start to secondary school. Throughout the year, parent engagement sessions are available to support parents in becoming familiar with our culture of excellence. If you require additional support please speak to your child's Head of House who will arrange contact from our Parent Support Advisor.

CELEBRATION AND REWARDS

The aim of our celebration and rewards system is to recognise the consistent hard work of our students, each and every day, motivating them to be the very best they can be. In this way, our positive behaviour culture is fostered and encouraged.

Celebration of pupils' achievement is at the forefront of our core value of 'excellence'. We want pupils to be motivated by the intrinsic value of achievement; to support this aim, we are committed to acknowledging pupils who strive for excellence. Excellence is shared and promoted through our social media platforms, newsletter and website. Our staff will also provide strong motivation through smiles, body language, verbal praise and encouragement, non-verbal praise e.g. 'thumbs up', displaying students' work and achievements, comments written on work, giving extra responsibility and privileges and having good deeds mentioned in assembly.

Credits are awarded to students who display positive behaviour and can be viewed by staff, students and parents on the Classcharts app. As a school, we expect that three times as many credits are given compared with sanctions.

Our credits all begin with verbs ('doing words') and are linked to our core values:

- **F**Aith
 - Live your faith
 - Be a friend
 - Use your gifts
 - Radiate positivity
 - Show gratitude
 - Do your best
- **R**esponsi**B**ility
 - Organise time well
 - Be prepared
 - Take ownership of mistakes
 - Be honest/transparent
- **E**xce**L**lence
 - Discover your purpose
 - Follow your passion
 - Set your goals
 - Have the right mindset
 - Believe in yourself

- **DeterminAtion**
 - Break your goals down
 - Learn from obstacles
 - Accept support
- **CitiZenship**
 - Take care of school environment
 - Treat others fairly
 - Do good things for others
 - Make the right choice
- **RespEct**
 - Display manners
 - Be kind
 - Demonstrate British Values
 - Strive to make progress
 - Work to the best of your ability

A range of rewards are given, including:

Headteacher's Award

For students who have shown a significant one-off achievement or positive contribution.

It will be attached to one or more of our core values:

- **FAith**
- **ResponsiBility**
- **ExceLlence**
- **DeterminAtion**
- **CitiZenship**
- **RespEct**

Tutor Group of the Week Trophy

For the tutor group that has exhibited the most positive relationships and behaviour that week.

House Student of the Week

For students who have shown a huge improvement whether that be within a lesson, with their attendance, behaviour, etc. or for a student who has consistently demonstrated positive behaviour.

It will be attached to one of our core values:

- FAith
- ResponsiBility
- ExceLlence
- DeterminAtion
- CitiZenship
- RespEct

End of Term Awards Celebrations

Students will be acknowledged and celebrated at the end of each term in House assemblies. A range of awards will be distributed including 100% attendance, students credits and not debits, enrichment participation, outstanding departmental awards and individual awards linked to each of our core values.

PROM

School prom is a wonderful opportunity to celebrate the end of Year 11, after 5 years at St Bede's. It is a privilege not a right to attend and students will have to show positive behaviour in relation to their learning, attendance and attitude. Unacceptable behaviour at school between now and the Prom may result in Y11 students being told that they are unable to attend. Therefore, please do not begin to make plans for the Prom or buy Prom attire until it has been confirmed that your child will be given the opportunity to attend:

- Students that have demonstrated a commitment to upholding the ethos and standards expected and have excellent attendance will be given an invitation to purchase a ticket to the Prom after the Easter holiday.
- Students that have not yet shown this commitment will be given clear, SMART targets to aim for to earn their invitation. This will then be reviewed at the May half term.

HOUSE SYSTEM

The aim of our House system is to create a sense of belonging and identity amongst our students.

Creating smaller communities within the wider school, we have four Houses with distinct identities that work together to ensure that St Bede's is a happy, safe and exciting place in which to learn.

On arrival at St Bede's, students are organised into the Houses named after Northern Saints: Columba, Hilda, Oswald and Chad. Columba, Hilda and Oswald are comprised of students from Years 7-11; Chad is the House that comprises of students in our Byron Sixth Form. We foster a sense of pride in students being associated with their House, wearing their house colours with pride, creating a sense of identity and camaraderie. We will provide opportunities throughout the year for students to engage in inter-House competitions and celebrate their achievements on the House boards that are displayed in a prominent position in our Heartspace.

The House system also plays a significant role in building school spirit and unity. Through friendly competitions, where they can support and cheer for their respective house, fostering togetherness and a healthy competitive atmosphere. The shared experiences and memories formed through these activities can help create lifelong bonds among students.

At St Bede's we encourage peer-to-peer learning, promoting a sense of responsibility and helping students develop important life skills such as leadership and communication. We are very proud of our House system at St Bede's and aim to make every member of our community feel a sense of belonging and pride every time they step through the school gate.

PASTORAL SUPPORT

We have an experienced pastoral team that are dedicated to supporting the needs of each and every child. Our team focuses on knowing each child as an individual, supporting them to be the people that God meant them to be. It is built with a team of committed tutors across each year group. Tutors are supported by the Head of House and key pastoral staff who have responsibility for monitoring, analysing and implementing our pastoral systems (including this Positive Behaviour and Relationships Policy). The team are all trained in effective safeguarding (completing full Designated Safeguarding Training and biannual refresher courses via Clennell Education Solutions) and will work closely with pupils and families to support each individual to become the person God meant them to be, including supporting and promoting:

- Mission, ethos, core values and learning habits
- Healthy relationships
- Excellent attendance
- Positive behaviour
- Wellbeing and enrichment activities
- British values and protected characteristics

Each Head of House will work with individuals and their families to put the most appropriate early intervention in place if and when necessary.

Our pastoral team comprises of:

- Deputy Headteacher – Designated Safeguarding Lead
- Assistant Headteacher – Pastoral Lead
- Head and Assistant Head of Oswald House
- Head and Assistant Head of Columba House
- Head and Assistant Head of Hilda House
- Head of Year 12/13 Chad House
- Attendance Officer
- Inclusion Base Manager
- Parent Support Advisor
- SENDCo
- Assistant SENDCo

Staff work together to ensure the daily implementation of this policy and can make decisions to ensure a strong learning environment is embedded across the school.

SENIOR LEADERSHIP TEAM SUPPORT

At all stages, staff will be assisted by the senior leadership team to ensure they have the confidence and support to do their job and facilitate excellent outcomes for our students. The senior leadership team will ensure students comply with the reasonable expectations of staff that are aligned with this policy and demand the highest standards from our students. We are working together – staff, students, leaders, parents/carers and other professionals - to facilitate a fruitful education that leads to better outcomes

for our children. It is imperative that staff feel supported by our senior leaders in ensuring they can facilitate opportunities for our students to set the world ablaze.

RESPONSIBILITIES OF STAFF

Staff at St Bede's will be astutely aware of their position as role models for the students in our care and custodians of both the Catholic ethos of the school and the principles and processes in this policy:

- Staff will model positive behaviours explicitly and be mindful of students needing to have processes modelled step-by-step.
- Staff manage behaviour by applying consequences and rewards consistently.
- Staff understand that the school's Positive Behaviour and Relationships Policy is only ever as robust as the manner in which it is being applied in the classroom the furthest distance from the Headteacher's office.
- All staff, irrespective of seniority, will apply this policy in all areas of their work.
- When addressing negative behaviours, staff give instructions and use a shared vocabulary ("Stand in line", "Eyes on me", "Go to your lesson") rather than asking questions ("Why aren't you doing as I asked?", "Why are you turning around?", "Why aren't you in your lesson?")
- Staff use pre-emptive prompts as an opportunity to remind students that they belong at St Bede's, emphasising the St Bede's way. Instead of "You should be facing this way", we would say "**We** have eyes on the teacher **here**."
- Staff pre-empt off-task behaviour in lessons, ensuring that all students are on-task for every task in every lesson. Pre-emption works in the following order:
 - a. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause, or self-interruption.
 - b. Generic reminder (depersonalised): "Everybody is writing, just waiting for one person. We need one person.... and 100%."
 - c. Personalised reminder: "Hayley, start writing please. Thank you."
- Staff will present sanctions as a choice between doing the right and wrong thing. For example, if asking to remove a coat inside the building (students will have one minute to do so), a staff member might say "You can either take the coat off and hold it, or you can attend a detention this lunchtime. That is the choice."
- Staff will be a visible presence around the school before, during and after school. Staff will meet

and greet students at their classroom doors, being positive and reiterating expectations.

- Staff will participate in regular CPD opportunities provided by St Bede's in order to improve and enhance their ability to promote good conduct, behaviour and positive relationships.
- Staff can seek support in improving their practice by approaching any member of St Bede's Senior Leadership Team (SLT) but in the first instance, should direct their request to their Head of Department and/or their Department's SLT Link.
- Senior Staff will tour the school and ensure there is an appropriate level of decorum and support staff where necessary.

RESPONSIBILITIES OF PARENTS / CARERS

Parents and carers will take responsibility for the behaviour of their child both inside and outside of school. They are expected to work in partnership with us to maintain high standards of behaviour and will have the opportunity to raise with us any issues arising from the operation of this policy. We have the highest hopes for all students at St Bede's and therefore expect them to conform to our high standards. Choosing St Bede's as their child's school, parents and carers are committed to:

- Working in partnership with the school in maintaining high standards of behaviour.
- Sign and comply with the agreements in the student planner which outline the responsibilities of the parent/carer, student and the school.
- Echoing praise at home when staff call/email or they receive Class Charts notifications with positive news / receive good reports at parent evenings.
- Ensure that their child attends detentions when issued.
- Engage with the school in a polite and respectful, non-confrontational manner, addressing any disagreements through the correct channels, and whilst speaking frankly, respecting and supporting the school's decisions, even when these decisions do not suit them or their child.
- Meetings with staff must be arranged in advance due to timetabling and other commitments.
- Support their child to develop self-discipline and ensure boundaries at home.

FALLING BELOW EXPECTED STANDARDS

At times students may fail to meet the expected standard of excellence. In this circumstance we support pupils to identify the choices they made which led to this behaviour and how they can improve the following day. After verbal warnings, in the first instance this is carried out through a 'correction' by

copying out the learning habit that was not adhered to. You will be informed via the Class Charts app. Should students continue to fail to meet our standards in the same lesson, they will be issued with a departmental detention – this will occur at breaktime or lunchtime. If a student breaks more than 4 rules in a day, we ensure they can self-reflect by removing them from normal lessons and placing them in the Inclusion Base. This maintains our culture of excellence in our classrooms and allows the student involved to be supported. After completing this placement, the student is given a fresh start the next school day. **If a student refuses to attend the Inclusion Base, it will result in a suspension.** The Pastoral Team and Senior Leadership Team may also consider it necessary for students to attend a lunchtime detention – this may be because they are on a behaviour report or because they have been involved in an incident outside of the classroom.

OTHER FORMS OF SANCTION

The school may also use the following sanctions:

- Limiting pupil access to enrichment activities.
- Removal of IT rights (e.g. email & school internet access).
- Confiscation of item/s and disposal.
- Not allowing pupils to attend reward events & field studies.
- Directing the pupil to an alternative provision or discussing the possibility of a supported off-site direction.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.

This list is not exhaustive, and outcomes will be at the Headteacher's discretion.

SERIOUS INCIDENT PROTOCOL

If a potentially serious incident occurs at the school, a full investigation will be undertaken. This would involve taking statements from students and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to house a pupil in the Inclusion Base or the Hub during an investigation. When we have completed our investigation parents may be asked to attend the school to discuss the incident and possible ways of resolving the situation.

Members of staff have the power to use reasonable force to prevent pupils committing an offence,

injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. We have members of staff, including our Deputy Headteacher, that are trained in Positive Handling to ensure we support students and staff appropriately should the need arise. We follow the DfE's guidance on reasonable force and physical restraint:

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

SUSPENSION AND PERMANENT EXCLUSION: GOVERNORS' STATEMENT AND POLICY ON BEHAVIOURAL STANDARDS

Using guidance from the DfE, the Headteacher will exercise their statutory right to suspend, should this be necessary. Some serious incidents will automatically warrant a suspension - we call this 'crossing the red line'. The Headteacher will decide the length of the suspension which may be reasonably adjusted considering SEND needs. Any pupil who receives 15 days or more suspension in one term will be asked to attend a Governors meeting with their parents. Any pupil who exceeds 45 days suspension in one academic year will be permanently excluded.

The DfE trust Headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to suspend or permanently exclude a pupil. The Governors of St Bede's wish to emphasise to all parents/carers and students that failure to conform to the culture of excellence and high standards expected by all may result in suspension or permanent exclusion in certain cases. Below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Swears at or is personally insolent to a member of staff
- Making false accusations against a member of staff.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's Positive Behaviour and Relationships Policy
- Bullying

- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Persistent refusal to follow instructions
- Refusal to attend the Inclusion Base
- Using audio or visual recordings of members of the school community in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy
- Using IT in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy
- Damage to school property
- Theft of property.
- Takes up an inordinate amount of staff time dealing with misbehaviour
- Is involved with activities which are prejudicial to the health and safety or member(s) of the school community.

In the rare circumstances that a suspension is warranted, a reintegration meeting will take place with the Head of House, Assistant Head of House or Senior Leadership Team (SLT) to discuss the reasons for the suspension and to outline the school's expectations on their return.

See Appendix D for further details regarding our staged behaviour referral system.

REINTEGRATION MEETINGS

The reintegration meeting ensures a student is readmitted back into the school after a period of suspension so they can move forward positively. It is a formal meeting with parents and the student and is a requirement as part of our suspension process. The reintegration meeting reinforces our learning habits and our expectations for positive learning behaviour. The members of staff present will discuss the reasons for the suspension and strategies and targets for improvement.

Possible and suggested targets:

Target	Possible Success Criteria
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Improve punctuality to school	No lates
Attend lessons on time	No unjustified lateness to lessons No absconding from class
Bring expected equipment to all lessons	All equipment checked daily by group tutor No notes on Class Charts / in planner re equipment
Sit where directed by teachers	Sit where directed by the teacher Be on task at least 90% of the time
Raise hand and wait when you wish to speak	Calling out to be reduced by 80% No calling our during lessons
Complete homework tasks	No detentions for unfinished homework
Listen to teachers' instructions	Positive comments on report Successful completion of set tasks Receive X credits
Avoid 'outbursts' in lessons	No reported 'outbursts' on Class Charts or report
Avoid confrontations with other students	Discussion with Group Tutor or Head of House/Assistant Head of House to resolve any problems Positive comments on report
Move around the school in a calm way	No detentions received
Discuss any problems calmly with a member of staff	Positive comments on report Discussions with Group Tutor of Head of House/Assistant Head of House to resolve any problems
Speak to members of the school community respectfully	No shouting No swearing

DISCIPLINE BEYOND THE SCHOOL GATES

The Headteacher will determine an appropriate legal response to the following:

Any poor behaviour when the student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

The Headteacher and Senior Leadership team will consider each reported incident and deem a suitable or appropriate sanction where necessary. At this point a decision will also be made as to whether it is appropriate to notify the police. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the pupil suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's Safeguarding Policy guidance.

PASTORAL SUPPORT PLAN

Students that struggle to adhere to the school's rules may be placed onto a Pastoral Support Plan. This plan will take into consideration the views of the student and their parents / carers and will set targets that must be met within a six-week period. Ultimately, the targets must be met otherwise the student is at risk of permanent exclusion.

SAFEGUARDING

St Bede's adopts a zero-tolerance approach to bullying, online bullying/abuse and sexual harassment and all concerns should be referred immediately to Mr Logan, the school's Designated Safeguarding Lead. For further details please refer to the school's Safeguarding Policy.

CHILD ON CHILD ABUSE – SEXUAL HARASSMENT OR SEXUAL ABUSE

At St Bede's, we have a zero-tolerance approach to any form of child-on-child sexual abuse, violence, harassment or discrimination.

Staff actively uphold this zero-tolerance stance by following the SCAR approach:

1. **STOP:** stop when you notice.
2. **CHALLENGE:** challenge the comment or behaviour.
3. **ADDRESS:** let the child or young person know that it is not appropriate or acceptable.
4. **REPORT:** all incidents should be reported to the Designated Safeguarding Lead, including low level or first offences; it helps to build a picture. Any incidents or actions taken will be done in line

with the school's Safeguarding Policy.

All incidents will be reported to the Designated Safeguarding Lead in line with the school's Safeguarding Policy. Please see our Safeguarding Policy.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - o Accessing, downloading or uploading pornography
 - o Sharing pornography via the internet, email or mobile phones
 - o Creating or maintaining websites with sexual content
 - o Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication
- Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents. The school will address the effects of harassment and will signpost counselling/support services if the harassment has affected

performance or wellbeing. Risk assessments may also be put in place.

ITEMS BANNED TO ENSURE SAFETY

The following items are banned from site:

- Knives, weapons and bladed articles
- Alcohol
- Illegal drugs
- Stolen items
- Items that are likely to be used to:
 - Commit an offence, or
 - Cause personal injury to - or damage property of - any person
- Vapes and e-cigarettes
- Tobacco and cigarette papers
- Fireworks
- Pornographic materials.

Under common law, the Headteacher can delegate the power to search to members of the Senior Leadership Team and the Pastoral Team. We follow the DfE guidance for searching and screening:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

When a search is to be performed, it will be carried out by the Headteacher or a member of school staff authorised by the Headteacher:

- They must be the same sex as the student being searched and
- There must be a witness (also a staff member) and, if possible, they should be the same gender as the student being searched. For example, it is possible for a female teacher to witness a search of a male student where there is only one male member of staff in a school or taking part in a school trip.

The law says what must be done with prohibited items which are seized following a search.

Items found as a result of a search:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife, real or fake firearms including BB guns and water pistols, alcohol, illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a member of staff conducting a search finds alcohol/tobacco, they may retain or dispose of it.
- Where they find controlled drugs, these must be delivered to the police as soon as possible. Unless there is a good reason not to do so – in which case the drugs must be disposed of.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- This would include, for example, so called ‘legal highs.’ Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practical.
- Extreme or child pornography must always be handed over to the police.
- If a student is considered to be bringing items into school to sell, they will be confiscated. Parents may collect these items on agreement that they will not be brought back onto site.
- Canned drinks, fizzy drinks, energy drinks and chewing gum found during a search will not be returned to students and will be disposed of.

APPENDIX A: CULTURE SUMMARY & LEARNING HABITS

Learning Habits:

1. Respect ourselves and others

- a. Students and adults talk politely and respectfully. We never use abusive language to others.
- b. We are all made in the image of God. We treat people the way we would like to be treated – with dignity.
- c. If an adult asks a student to do something, it will be done immediately.
- d. If a student feels unfairly treated, they will still follow the instruction but may discuss this situation afterwards.

2. Perfect uniform

- a. Students wear perfect uniform at all times. This shows we belong.
- b. Students take pride in their appearance and understand that prohibited items will be confiscated.
- c. Staff understand that sometimes there are issues with uniform that cannot be resolved immediately – students will bring a note from home or parents / carers will contact school in advance to make us aware and discuss a deadline to resolve the issue. A note will be written in the student's planner.
- d. Students must remove coats in the school buildings but will be allowed one minute to enter and do so.

3. On-task

- a. Students are always on task in every lesson with 'eyes towards the teacher', tracking them to show that they are listening.
- b. Students behave in a purposeful manner outside of lessons.
- c. Students may not leave the classroom without permission. If allowed to leave the room for whatever reason, students will have their planner signed by their class teacher to clarify the reason.
- d. Students will never put their head on the desk.
- e. Students don't raise their hands to answer questions; instead, teachers will identify students to respond.

4. Present and punctual

- a. Students arrive no later than 8.40am to ensure they are on site in time to be registered at

8.45am.

- b. Students attend each day of the school year (190 total).
- c. Attendance must be higher than 96% if we are to maximise our success and realise our potential.
- d. Between lessons, students walk with pace and purpose.

5. Equipped and ready

- a. Students are responsible for their own equipment and will always bring the correct equipment to school:
 - i. School bag.
 - ii. 2 black pens.
 - iii. 2 green pens.
 - iv. Pencil.
 - v. Ruler.
 - vi. Rubber.
 - vii. Scientific calculator.
 - viii. Knowledge organiser *provided by school.
 - ix. PE kit on appropriate days.
 - x. Reusable water bottle.
 - xi. Planner.
- b. Students may keep possession of their mobile phone but only on the strict condition that they are never used, seen or heard during the school day. Phones that are used, seen or heard will be confiscated.

6. Homework

- a. Students complete all homework outside of lessons to consolidate their learning and become proficient in each subject.
- b. Students meet deadlines.
- c. Students record all homework in their planners.
- d. Students that struggle to complete homework understand that they will be expected to attend homework club.

7. Shared Vocabulary:

Students understand the following phrases and what is expected of them when they are used by members of staff:

- **“Voices off”**: students must be 100% silent.

- **“Eyes on me”**: students must look at the member of staff directly. *reasonable adjustments will be made for SEND students.
- **“Empty hands”**: students must put down anything that is in their hands.
- **“Calm voice”**: students must lower their volume.
- **“Walk with purpose”**: students must speed up and walk to their designated destination.
- **“Hands and feet to ourselves”**: students must not be physical intentionally with others – including playfighting.

With all of these instructions, professional discretion will be used to make reasonable adjustments for students with special educational needs.

APPENDIX B: POSITIVE BEHAVIOURS TO BE ENCOURAGED

Positive behaviours to be encouraged					
A	B	L	A	Z	E
<p>FAith</p> <ul style="list-style-type: none"> • Live your faith • Be a friend • Use your gifts • Radiate positivity • Show gratitude • Do your best 	<p>ResponsiBility</p> <ul style="list-style-type: none"> • Organise time well • Be prepared • Take ownership of mistakes • Be honest/transparent 	<p>ExceLlence</p> <ul style="list-style-type: none"> • Discover your purpose • Follow your passion • Set your goals • Have the right mindset • Believe in yourself 	<p>DeterminAtion</p> <ul style="list-style-type: none"> • Break your goals down • Learn from obstacles • Accept support 	<p>CitiZenship</p> <ul style="list-style-type: none"> • Take care of school environment • Treat others fairly • Do good things for others • Make the right choice 	<p>RespEct</p> <ul style="list-style-type: none"> • Display manners • Be kind • Demonstrate British Values • Strive to make progress • Work to the best of your ability
<p>Developing the confidence to be able to articulate or share personal feelings with others.</p> <p>Using arrangements designed to support their needs appropriately</p> <p>Always demonstrating personal integrity and honesty in their conduct</p> <p>Taking verbal opportunities to support and build the confidence of others.</p> <p>Understanding the importance of support and is always willing to offer or receive help</p> <p>Prioritising the wellbeing and safety of others</p> <p>Aiming to be the people God intends them to be</p>	<p>High levels of attendance</p> <p>Consistently punctual to lessons and appointments</p> <p>Taking responsibility one's own actions</p> <p>Wearing the correct uniform</p> <p>Adopting a sceptical and critical approach whilst judging the veracity of online sources of information.</p> <p>Understanding the boundaries between legal and illegal activities online.</p> <p>Understanding the risks of misinformation and lies online.</p> <p>Never confronting or pressuring others; individually or as part of a group</p>	<p>Determined to learn, improve and make progress</p> <p>Being proactive, optimistic and confident about the future</p> <p>Willing to work collaboratively or as part of a team when necessary.</p> <p>Appropriately discussing and striving for consensus with peers or adults.</p> <p>Believing in perseverance and that mistakes are an essential part of learning</p> <p>Using their God-given gifts and talents for the greater good</p>	<p>Being reliable; always striving to complete tasks</p> <p>Showing commitment to the needs of others</p> <p>Willing to take up offers of support provided by others</p> <p>Choosing appropriate opportunities to share opinions or ideas</p> <p>Kindly and appropriately defending the viewpoints and opinions of others.</p> <p>Willing to help, support and care for others when needed</p> <p>Following appropriate instruction, advice and guidance</p>	<p>Valuing personal and communal property</p> <p>Requesting permission before leaving site</p> <p>Moving calmly whilst inside the buildings without running.</p> <p>Showing restraint and never acting violently towards others.</p> <p>Taking pride in their school and local community.</p> <p>Disposing of own litter and discouraging others from dropping it.</p> <p>Moderating language use to minimise the negative impact on others of lewd or inappropriate language.</p>	<p>Recognising diversity and engaging with others constructively</p> <p>Showing respect for others</p> <p>Adopting positive verbal signalling when in conversation with others</p> <p>Actively resisting the spread of rumour, misinformation or falsehoods.</p> <p>Celebrating diversity and tolerating different opinions or experiences.</p> <p>Opening doors and showing polite consideration for others.</p> <p>Considering the personal safety of others before acting</p>

APPENDIX C: STAGED BEHAVIOUR SYSTEM

Level	Who is responsible?	Action?
Level 1	Classroom Teacher	Reminder of the expectations delivered generically e.g. 'I expect everybody to be on task'. If the student does not respond, a clear verbal caution is given, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
Level 2	Classroom Teacher	Last chance: Speak to the student privately and give them a final opportunity to engage . Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: <ul style="list-style-type: none"> • <i>I've noticed you are... (having trouble getting started/taking too long to get to task/talking about things not connected to our learning).</i> • <i>It was the rule about... (lining up/staying on task/voices off) that you broke.</i> • <i>If you continue, you have chosen to... (move seats/remind yourself of our learning habits/give up 20 minutes of your lunch break).</i> • <i>Do you remember last week when you... (answered many questions correctly/ received a reward/spoke politely)?</i> • That is what I need to see today... • <i>Thank you for listening.</i>
Level 3	Classroom Teacher	If a student fails to respond to this warning, this will be LOGGED ON CLASS CHARTS and result in the student needing to copy out the learning habit that they have not fulfilled and return to the teacher the following day: <ul style="list-style-type: none"> • Respect ourselves and others • Perfect uniform* • On-task • Present and punctual * • Equipped and ready * • Homework * <p><i>The learning habits marked with an asterisk would not require levels 1 and 2, they would go straight to level 3.</i></p> <p><i>Tutors will log equipment issues on Class Charts and provide students with missing items that must be returned the following day.</i></p> <p><i>Tutors will check uniform and log uniform issues, write a note in planners to show that a sanction has already been given – jewellery will be confiscated by the tutor.</i></p>

		<p>This must be followed by a ‘repair’ conversation. It may be a restorative conversation in a detention. It may be a quick chat in the Heartspace or the yard at breaktime. It may be during the ‘meet and greet’ before the next lesson. A positive conversation must occur before the next lesson.</p> <p><u>A negative behaviour point (debit) will be recorded on Class Charts.</u></p> <p><u>Failure to give the written learning habit to the member of staff will lead to a 15 minute department detention / pastoral detention</u> depending whether the initial incident was in the classroom / out of the classroom.</p>
Level 4	Classroom Teacher / Head of Department	<p>If a student receives <u>2 negative behaviour points (debits) in 1 lesson, they will be issued with a 15 minute departmental detention on a break time or lunchtime.</u> The learning habit broken will be discussed.</p> <p>If a student <u>persists with poor behaviour after 2 negative behaviour points in 1 lesson, they will be moved to the Head of Department</u> who will select an appropriate classroom for the student to work in for the duration of the lesson.</p> <p>*Smaller departments will be supported by neighbouring departments.</p> <p><u>Failure to attend the departmental detention will result in a 30 minute detention after school.</u></p> <ul style="list-style-type: none"> • After school detention is supervised by a rotation of staff. • Monday will always be 2 of the senior leadership team and the Inclusion Base Manager. • Tuesday-Friday will be 1 of the pastoral team and two other teachers. <p><u>Failure to attend the after school detention will result in a morning Base placement the following school day.</u></p>
Level 5	Inclusion Base	<p><u>Refusing to comply with the Head of Department’s room removal decision or receiving 4 negative behaviour points in 1 day will result in referral to the Inclusion Base.</u></p>

		<p>The Inclusion Base manager will monitor Class Charts to identify students that do not fulfill the expectations of our learning habits.</p> <p>If a student does not engage in the Inclusion Base the pastoral team will support to relocate the student to work with a member of staff.</p> <p><u>Refusal to go into the Inclusion Base will lead to suspension.</u></p>
Level 6	Head of House	Pastoral team tracks behaviour points (debits). If a student reaches 10 points their tutor will meet the student.
Level 7	Head of House/Parents	Pastoral team tracks behaviour points (debits) and identifies core issue. If a student reaches 20 points their Head of House/Assistant Head of House contacts parents and meets the student.
Level 8	Head of House/Parents	<p>Pastoral team tracks behaviour points (debits) and identifies core issue. If a student reaches 30 points their Head of House/Assistant Head of House meets parents.</p> <p>Students will be placed onto Pastoral Report for a minimum of 1 week. The report has 3 stages. Students that conform will be removed from the stage 1 report after 1 week. Students that continue to behave inappropriately will have their report escalated to stage 2 and may be directed to attend lunchtime pastoral detention for 30 minutes. Students that escalate to stage 3 must attend lunchtime pastoral detention for 30 minutes.</p> <p>*Heads of House and the Senior Leadership Team may decide it is appropriate for a student to attend a lunchtime pastoral detention for any behaviour that does not meet our high standards – this may occur at age stage of this process.</p> <p>**Students with a significant number of debits in one week may be selected to go onto Pastoral Report.</p>
Level 9	Assistant Headteacher / Parents / SENDCO	Pastoral team track behaviour points (debits) and identifies core issue. If a student reaches 40 points the Assistant Headteacher and SENDCO (if needed) may meet parents.
Level 10	Deputy Headteacher / Parents / SENDCO	If no progress is made at previous levels, a meeting will be held with the Deputy Headteacher and SENDCO (if needed) and parents.
Level 11	Headteacher / Deputy Headteacher / Governors / Parents	If no progress is made at previous levels, a meeting will be held with the Headteacher, Deputy Headteacher, Local Governing Committee and parents. *A Governors' Contract may be issued – this may also occur if a student has amassed 15 days of suspension in one term or has failed PSP. This

		meeting may occur at any point deemed appropriate by the Headteacher.
Serious Incident / Persistent issue	Headteacher / Deputy Headteacher / Governors	<p>A student can be involved in a one-off incident or persistent issues where no progress has been made throughout this referral system. We call this ‘crossing the red line’.</p> <p>This will lead to a suspension (or permanent exclusion).</p>
East Durham Behaviour Panel	Assistant Headteacher / Deputy Headteacher / Parents / East Durham Behaviour Panel	<p>At any point in this process, a student may be referred to East Durham Behaviour Panel for support. This is to put steps in place to avoid what could potentially lead to permanent exclusion.</p> <p>Parents must give consent.</p>