



St Bede's

Catholic School
& Sixth Form College

BEHAVIOUR FOR LEARNING POLICY 2025/2026

Governing Body Approval: Full Governing Body: M Gray (Chair)	
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Introduction

The Governors of St. Bede' Catholic School and Sixth Form College wish to maintain the highest standards of civilised behaviour in the school. In achieving this, the Governors seek the support of parents and carers for the Headteacher and staff.

This policy has been developed to take into consideration our Catholic ethos as well as local and national policy and guidance.

As a Catholic school, our Behaviour Policy is rooted in the Gospel values of love, respect, forgiveness, and service. It is inspired by our mission to develop the whole person and recognise the unique, God-given dignity and potential of every student. In the *Parable of the Talents* (Matthew 25:14–30), Jesus calls us to use the gifts we have been given to serve others and fulfil our potential—this underpins our commitment to having the highest expectations of student behaviour so that all learners, including the most disadvantaged and those with SEND, are enabled to thrive academically, socially, and spiritually. Likewise, the *Parable of the Prodigal Son* (Luke 15:11–32) reminds us of the importance of reconciliation, compassion, and forgiveness. Our Behaviour Policy reflects this, not only in holding students accountable for their actions but also in offering the chance for growth, restoration, and reintegration. Through promoting independence, high self-esteem, and a culture of mutual respect, we aim to develop mature, self-disciplined young people who contribute positively to the school, the wider community, and the world as responsible global citizens. In doing so, we fulfil our duty as a Catholic school to be a beacon of hope and service to others, working in partnership with families to nurture each student's development in faith, learning, and character.

The school's policy for behaviour and discipline in general, seeks to promote behaviour based on mutual respect between all members of the school community and Governors ask that parents and carers support the Headteacher and staff to achieve this.

Intention

1. To have the highest expectations of student behaviour to ensure all learners, including the most disadvantaged students and students with SEND, are provided with the knowledge, skills and cultural capital they require for future learning and employment.
2. To ensure all students develop excellent learning habits that they need to be successful in school and life.
3. Realise and celebrate the potential of all students through promoting independence, high self-esteem and enabling students to reach their full potential.
4. Have a zero-tolerance approach to bullying or harassment including online; racism; homophobia; sexual abuse or harassment and any form of discriminatory behaviour. We work hard to create a positive and safe learning environment where students are respectful towards one another, staff and all in our community.
5. To create a culture focused on attaining excellence in which students are enabled to become mature, self-disciplined, industrious people who are able to accept responsibility for their own actions.
6. To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.
7. To form an active partnership with parents and carers to support their child's learning.

These aims are supported by regular and appropriate in-service training, close parental and community links, student organisation which takes into account ethnic and cultural background, the boosting of students' self-esteem through positive reinforcement and enrichment activities and events or activities within school life aimed at pulling together the different life experiences of groups within the community.

This policy should be read in conjunction with the following school policies:

- Code of Behaviour and Conduct
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality Policy
- PSHE Policy and RSHE Policy
- SEN and Code of Practice
- Uniform Policy
- Acceptable Use Policy
- Remote Learning Policy
- Mobile Phone Policy

The policy is underpinned by the following legislation and guidance:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2013) Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies
- DfE (2024) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2024) 'Suspension & Permanent Exclusion Guidance
- DfE (2026) 'Mobile Phones in School'

Behaviour Curriculum

At St Bede's, our Behaviour Curriculum is designed to teach behaviour explicitly, recognising that positive behaviour is learned through clear instruction, modelling and practice. Informed by educational research, we ensure expectations are unambiguous and consistently reinforced, rather than assumed.

Staff break routines into manageable steps, model them clearly, and provide regular opportunities for

practice, supported by timely feedback and reinforcement. We recognise that behaviour change takes time, so expectations are revisited frequently and embedded through consistency, repetition and predictable routines. This approach supports all students to develop secure habits for learning and contributes to a calm, orderly and supportive school environment.

See Appendix 1: Behaviour for Learning Curriculum overview

Behaviour Management for Learning

- The Deputy Head Teacher (Pastoral) leads on Behaviour for Learning.
- Subject Leaders take responsibility for behaviour and supporting staff within their departments: subject specific rules, rewards, detentions, removal timetable.
- Teachers prepare well- planned lessons with a focus on teaching which meets the needs of the individual. Learning starts immediately and there is a clear focus on **Respect and Routines**.
- Teachers are expected to take ownership of their classrooms to create a calm, orderly and engaging learning environment.
- Teachers support behaviour by being highly visible at lesson changeover and by being prompt and vigilant in their duty areas.
- Senior Leaders and Middle Leaders support behaviour by being present at social time and by carrying out SLT (Senior Leadership Team) Tours throughout the school day.

Communication

- The school day starts with registration when form tutors promote high expectations and consistency and carry out checks on uniform, planners, equipment and attendance.
- Bulletins are sent out weekly to staff, parents and students with important news and reminders and to ensure consistency of expectations across stakeholders.
- Weekly assemblies to reinforce and promote our values and expectations.

Praise and Rewards

At St Bede's, praise and rewards play a vital role in promoting positive behaviour, high aspirations, and a strong sense of community. Our rewards system is rooted in the St Bede's Core Values:

- 1. Strong in Faith**
- 2. Together as a Family**
- 3. Be the Best Version of Yourself**
- 4. Excellence in All That We Do**
- 5. Discipleship – Serving Others**
- 6. Environment – Caring for Our Planet**

Class teachers and form tutors can award Positive Achievement Points in recognition of positive behaviour, effort, or excellence. Achievement Points are also awarded specifically when students demonstrate or live out the school's Core Values in their day-to-day actions, learning, and relationships.

Rewards are also available in the form of departmental awards for significant achievement and/or effort in relation to a student's individual progress. Certificates and department commendation postcards are sent home to acknowledge effort and outstanding work. We actively celebrate student achievement and excellent attitudes through the weekly student bulletin, social media, and our weekly families' newsletter.

At the end of each term, *Achievement Assemblies* formally recognises students who have made an outstanding contribution to school life or who have consistently embodied the school's Core Values. Certificates and prizes are awarded to honour these contributions.

In class, teachers focus on positive relationships, using verbal and written praise to reinforce high standards and progress. Students may also be recognised through the display of their work or by receiving a visit from a member of the Senior Leadership Team (SLT) on the Tours Rota, who can be invited into lessons to celebrate individual achievements.

This approach ensures that praise is meaningful, rooted in our Catholic ethos, and aligned with our mission to support students in becoming the best version of themselves—academically, personally, and spiritually.

Behaviour Points: Positives and Negatives

We use a Management information System in our Trust called Arbor.

Positive behaviour points are recorded on Arbor for positive performance, improvement and excellence. Parents can see their child's achievement point record on the parent App.

Negative behaviour points are recorded for behaviours such as issues with: classwork, homework, disruption, lack of equipment, conduct in and out of the classroom, defiance, failure to attend detention, chewing gum, use of mobile phone, punctuality, uniform; these can also be viewed on the parent App.

Parents also receive a notification when their child has been set a detention by a member of staff.

Reports go to parents on a termly basis and include a behaviour summary.

Managing Disruptive Behaviour and Sanctions

All staff are expected to employ:

- High expectations
- Positive relationships
- Consistent application of the school Behaviour Policy
- St. Bede's Lesson Routines- set routines across the school in all lessons
- High expectations regarding uniform and equipment
- Effective classroom management
- Targeted interventions
- Praise and rewards
- Sanctions

Low level teacher strategies include:

- Verbal and non verbal cues
- Movement of seats
- Loss of lunch time (staff cannot set break time detentions but can set a lunch or after-school)
- Detention set by teacher; where a student does not complete the detention it is upscaled to the whole school detention system
- Internal department support e.g. with Subject Leader
- Department removal timetable

Additional whole school strategies include:

- Intervention meetings with students
- Use of restorative practice
- Student-parent meetings
- Lunchtime and after school detentions
- Behaviour support including a mentor
- Pastoral Support Plan
- SENDCo assessment and support plan/ individual education plan
- Monitoring reports: Staged Traffic Light report card system
- SLT on call
- Internal suspension (time in Emmaus Room)
- Fixed term suspension
- The involvement of external agencies

Students with SEND needs

Where a student is identified as having SEND needs or where there is emerging/underlying needs the school will make reasonable adjustment to ensure that the needs of the individual are met.

SEND strategies to support behaviour include:

1. Behaviour Policy specifically considers the needs of SEND students and students where there may be an emerging/underlying SEND need. School will ensure that those needs will be taken into account and reasonable adjustments made to ensure the individual needs of the student are met.
2. Individual Education Plans (IEP): individual overview of each student and their needs and the strategies teachers must use to support access to learning and positive behaviour.
3. A dedicated supported safe space in school for students with SEND (such as students with sensory needs who may use it if they are experiencing sensory overload) or Mental Health Wellbeing needs. Our SEND base (The Learning Link) has a dedicated manager and students access this space in an agreed format to minimise disruption to learning. Specialist SEND and mental health wellbeing support is available alongside a focus on completing work provided by the student's teachers. There is a referral process which the SENDCO oversees for accessing this space.
4. Whole school staff training has been delivered regarding the specific needs of students and strategies for supporting them.
5. We use a centralised system that staff access via Arbor which holds our SEND IEPs and is regularly updated with advice from external agencies and student/parent voice to include strategies to manage behaviour for learning in the classroom.
6. The SENDCo may have a target in a student's SEND IEP/support plan to support their

behaviour in lessons with identified provision that school provides to support with the target.

Mental Health Wellbeing

As a school we recognise that students with disruptive behaviours may be exhibiting these behaviours as a result of a social, emotional or mental health need. A lot of the support needed within the school is for students with emotional/behavioural difficulties, some of whom may or may not have an EHCP (Educational Health Care Plan). Pastoral Leaders, SENDCo and support staff offer individual support to students who experience emotional/behavioural difficulties and their teachers, sometimes within the classroom.

The school ethos supports the premise that the establishment of a good teacher/student relationship is central to working effectively with all students, especially those who experience emotional/behavioural difficulties. Teaching which exhibits adaptation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and students. Emotional and behavioural difficulties take many forms:

- A student may become withdrawn and unable to make friends,
- A student may be unable to concentrate on classwork or homework,
- A student may become disruptive and/or aggressive in a class.

In such cases the causes of the emotional/behavioural difficulties should be determined and strategies may well be needed to build or rebuild the teacher/student relationship. Counselling (non-directive) may be offered to encourage the student to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The school and pastoral team in particular believe in the importance of working together with the student, parents and any outside agencies. This encourages mutual respect and fosters self-responsibility in the student.

In addition, students identified as having a vulnerable context—such as those open to social care, identified as young carers, or known to external support agencies—will receive additional consideration and support where appropriate. This may include, but is not limited to, flexible deadlines for homework, in-class or extended support with tasks, and the arrangement for any detentions or sanctions to be completed during the school day rather than after school. These adjustments are made in line with the school's inclusive ethos and its commitment to ensuring that all students are supported to succeed, regardless of their circumstances.

Close liaison with all involved parties—parents, carers, Form Tutors, the Pastoral Team, SENDCo, and external professionals including Social Services—remains vital in supporting the effective development, wellbeing, and behavioural progress of our students.

Appendix 2: Mental Health and Wellbeing Pathway

The Code of Behaviour and Conduct

All students are expected to actively adhere to the Code of Behaviour and Conduct and our staff are expected to promote and model the high expectations we hold for attitude and behaviour. All students will have a student-friendly version of the Code of Behaviour and Conduct in their student planners.

Principles:

There are two related principles on which the 'Code of Behaviour and Conduct' is based: Respect and Routines for Learning. The two principles are explored in more detail below.

1. All members of the school community have the right to be treated with respect and to work in a clean, calm and safe environment.

This means:

- a) **Show respect for others by working sensibly in lessons and do not disrupt the learning of others. For example:**
- Staff address students by name; students address staff by title and surname or Miss/Sir.
 - At the start/end of form time students are expected to stand behind their chairs and respond to a greeting from the teacher: Good morning/ Good afternoon.
 - If an adult enters the classroom students are expected to stand and respond to a greeting.
 - When your teacher talks to the whole class you must be quiet and pay attention.
 - Put up your hand to answer questions. Do not call out.
 - Do not distract or annoy others in the lesson.
 - Bring the right equipment to lessons – books, folders, pens, pencils, ruler, coloured pencils and planner etc.
 - Do not chew, eat or drink during a lesson.
 - Go to the toilet during breaks rather than during the lesson (unless exceptional need; students with a medical need have a school-issued pass).
 - Only 'pack away' when your teacher tells you.
 - Make sure the area where you have worked is clean and tidy before you leave the room.
 - Do not leave the lesson at any time without the teacher's permission: if you have permission this will be written in the student planner as a 'corridor pass' (any student with medical needs will be supported by school with the issue of a toilet pass).
- b) **Show consideration for others by moving around the building quietly and carefully. For example:**
- Walk on the left hand side of the corridor.
 - At break/lunch stay in designated year areas.
 - Do not run or push others.
 - Open/hold open doors for other people.
- c) **All members of the school community should treat each other with respect and consideration. For example:**
- At lunchtime follow the sittings rota unless you have a priority pass.
 - Clear your table. Do not leave a mess for others to clear up.
 - Do not bring chewing gum to school.
 - Do as you are asked whether it be by a teacher, lunchtime supervisor or any staff member. Be polite if you wish to express your opinion.
- d) **Do not say or do anything that encourages bullying or harassment. For example:**

- Follow the 'no physical contact' expectation we have in school.
- Do not join in any 'name calling'.
- Do not exclude others from your discussions/activities.
- Do not damage or steal or threaten to damage or steal other people's property.
- If you think you are being bullied talk to your form tutor or a member of the Pastoral Team.
Remember, silence is the bully's greatest weapon.

2) All students must be punctual and well prepared for their lessons with a positive attitude to learning and follow the form/lesson time/ whole school routines.

This means:

- a) Come equipped for the day wearing the correct uniform and bring everything you will need for your lessons:**
- Come to school wearing school uniform that meets our high expectations.
 - Bring an appropriate school bag to carry books, equipment and student planner.
 - Bring all the necessary writing equipment, books, folders and P.E. kit.
 - Have your planner with you at all times; planners must be on desks in all form/lesson times.
 - Do not bring banned items such as tippex/aerosol cans/high energy or caffeine drinks to school.
 - Mobile phones must be kept turned off and put away during the school day.
 - Do not bring valuable items to school.
- b) Attend school regularly and arrive in plenty of time for the start of your lessons, e.g.**
- Arrive at school in good time for the start of the day: we start at 8.45am and students will begin 'line up' from 8.40am.
 - Move around the building with 'pace and purpose'; do not waste learning time.
 - Arrive on time for lessons. Apologise for being late to the teacher in charge and give your explanation.
 - If you have been absent you must bring a note to give your form tutor.
 - If you miss the bus it is your responsibility to do all you can to get to school as soon as possible.

St Bede's Classroom Routines

The Classroom Routines must be adhered to alongside the Lesson Toolkit: 100% approach.

All teaching staff must consistently uphold and enact the Classroom Routines.

Classroom Routine

Doors open and lights on

Teacher on threshold at start of lesson

Active corridor supervision on threshold at start of lesson
'Do Now' Retrieval Task
Planners and equipment on desk
Teacher has carried out uniform check
Students stand when staff member enters room
Teacher circulating the classroom – only sitting for: <ul style="list-style-type: none"> • use of visualiser when modelling • register
Teacher on threshold at end of lesson
Orderly dismissal
Active corridor supervision on threshold at end of lesson

St Bede's Behaviour Framework

'All children deserve classrooms that are calm, safe spaces where everyone is treated with dignity'
Tom Bennet by 'Running the Room'

De escalation

- *This stage focuses on positive reinforcement*
- *Staff should always provide two opportunities for correction*
- Intervene positively using de-escalation techniques
- Remind the pupil [s] of our shared expectations and reinforce previous positive behaviour.
- Repeat instruction & provide an expectation reminder with a time frame for improvement.
- Follow up with positive reinforcement.

Intervention

- *This stage focuses on more explicit instruction and the opportunity to reset.*

- 1:1 conversation with the pupils [ideally out of earshot of others].
- Identify what behaviour you have witnessed in a dispassionate & de-personalised way.
- Explain the impact that their behaviour may have & link back to the Code of Conduct.
- Be explicit about what improvements you would like to see.
- Do not discuss consequences with pupils.

- Time out for the pupil [5 minutes maximum] with a positive return to learning.
- Remind students that you are doing this as you recognise they need support.
- Recap to students on re-entry anything they might have missed whilst taking their time out.

Teacher driven consequence

- *This stage focuses on showing pupils that the teacher will take action to address their behaviour.*

- Teacher issues a 15 to 25-minute detention [time to be determined based on severity of behaviour]

Department / Area Support

- *This stage focuses on an additional opportunity for pupils to reset and return to learning.*

- Utilise departmental / area remove space.
 - Pupil to work in an allocated area.
 - Centralised automatic lunchtime detention for the following day supervised by pastoral staff.
 - Subject Leader supports class teacher with restorative next steps.

'Tour'

- *The aim of 'tour' will always be to support pupils to return to learning with their teacher.*

Tour is a support for staff when:

- SLs have attempted to intervene and require additional support.
- Pupils are clearly dysregulated, and the behaviour framework is not working.
- Pupils are posing a health and safety risk.

Detention System

- If a student does not meet behaviour expectations staff can issue a sanction which will be a detention.
- In order to support wellbeing staff are not permitted to set breacktime detentions.
- Staff can set a curriculum detention at lunch (minimum duration 15 mins; maximum duration 25 mins); staff can also set an after-school detention maximum 30 minute duration.
- If a student fails to complete a curriculum detention they will be upscaled to a whole-school detention which is after-school for 30 minutes on a Tuesday, Wednesday or Thursday. These detentions take place in the Lecture Theatre.
- If a student fails to complete a whole-school detention they must complete a Senior Leadership Team detention: these are 60 minutes in duration and take place on Friday. These detentions take place in the Lecture Theatre. If a student fails to complete an SLT detention pastoral staff will determine further sanctions and next steps with supporting behaviour.
- We have a standard approach to detentions that is adhered to by all staff which includes a behaviour reflection task and a learning opportunity.
- Detentions are recorded on Arbor and in the student's planner; parents receive an automatic notification. We provide 24hr notice for after-school detentions unless parent is contacted on the day.

Sixth-Form: Please see Appendix One which outlines the Staged Behaviour System for Sixth-Form students.

Behaviour Reports:

A student may be placed on a behaviour report in response to accumulating behaviour points, an emerging pattern of a single behaviour or where the Year Leader / Senior Leader have growing concerns about the student breaching school rules and expectations. The behaviour report is a single component of the school's wider behaviour management strategy and will normally be administered in conjunction with other supportive interventions.

Pastoral Leaders will communicate the rationale of a student moving on to a report with the student, parents and carers prior to the report commencing. It is important to acknowledge that school, the student and parents/carers and all key stakeholders have clear communication in ensuring the effective engagement and monitoring of behaviour reports. The report should be signed daily by the lead member of staff and parent/carer.

There are 2 levels of a behaviour report:

	Report Stage	Context	Monitored by
1	Pastoral Report	<ul style="list-style-type: none"> - Ongoing or emerging behavioural / attendance concerns. - One-off incident in significant breach of school rules and expectations - Return from suspension (after meeting targets on Leadership report) 	The Year Team (Year Leader, Assistant Year Leader and Tutor)
2	Leadership Report	<ul style="list-style-type: none"> - Persistent behavioural / attendance / attitude concerns. - Where no improvement was made on Pastoral Report - One-off incident in significant breach of school rules and expectations - Return from suspension (for 1 week when targets are met) 	Senior Leader

All behaviour reports will have a clear target identified that is relative to the student. This target will have been discussed with both the student and parents/carers before the report commences.

In every lesson, teaching staff will make a judgement against that target by awarding a 1, 2 or 3. The descriptor

of each is detailed below:

1. **Failed to meet** the expected standard
2. **Met** the expect standard
3. **Exceeded** the expected standard

The report is based on a total points system. The rationale for this is that even where a student has failed to meet a target in one lesson they have the opportunity through the remaining lessons in the day to rectify this.

Students are expected to achieve a **daily points total of 10** (*out of a possible 15*); this will evidence that across 5 lessons they were able to meet expectations *on average*. If a student fails to achieve their daily points target, they will be issued a Leadership Lunchtime Detention (25mins) the following day in T6.

Students will be placed on **Pastoral Report for 1 week minimum** and must achieve a weekly total of 50 points to be removed from Pastoral Report. If a student fails to achieve their weekly points total the report will be extended for a further week. Failure to achieve a weekly points total on a report for a second week will result in the student been escalated to a Leadership Report.

Students will be placed on **Leadership Report for 1 week minimum** and must also achieve a weekly points total of 50 to be removed. Upon successful completion of 1 week on Leadership Report, a student will be de-escalated to a Pastoral Report. Failure to achieve a weekly points total on Leadership Report will result in a Friday SLT Detention (60mins). If a student fails to achieve their weekly points total the report will be extended for a further week.

Suspension

As part of the reintegration process following the suspension a reintegration meeting with parents will take place in person. During this meeting a package of support and clear expectations will be discussed – including the use of report and the parental expectation of how to effectively engage with it to support their child. A student returning from suspension will move on to a Leadership Report for 1 week minimum (*if targets have been met*) before being de-escalated to a Pastoral Report. Similarly, successful engagement with the Pastoral Report will result in a student moving off report completely.

Pupil Support Plans

When a student is persistently breaching the school's behaviour policy and where a student has been suspended more than once the Senior Assistant Headteacher (Behaviour and Attitudes) or Behaviour Lead may instigate a Pastoral Support Plan (PSP). A PSP will detail the emerging concerns and outline a range of strategies and interventions to be explored to support the student improve their behaviour. Within the PSP, behaviour reports will be discussed with parents as a single intervention that is able to be used to support student behaviour. PSP's will be regularly reviewed with parents and where behaviours continue to be a cause for concern a referral to Durham LA Behaviour Panel will be explored in attempt to support students who are at risk of Permanent Exclusion.

Additional Information

Uniform

The school has used the Department for Education non-statutory guidance on school uniform and recognises that 'uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone... and encourages schools to have a very clear position about appearance such as hair colour, style and length and the wearing of jewellery and make-up'.

If a student is in breach of the Uniform Policy then they will either be given some temporary uniform to wear, sent home to change or will be in internal isolation until their uniform is correct. We do this to ensure that students take pride in their appearance and there is a sense of fairness: we have the same high expectations of all students.

Please see our Uniform Policy for further information.

Mobile Phones

Whole school principle: Mobile phones should not be seen or heard. St Bede's operates a mobile-phone-free environment for all students in Years 7–11. This means students **must not** use, check, display, or interact with mobile phones at any point during the school day . Please see our Mobile Phone Policy for more information.

Anti-Bullying

At St. Bede's, in line with our Catholic ethos, we believe that all of our students have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

Examples of unacceptable behaviour towards others include:

- Physical (including sexual assault)
- Verbal abuse (name calling) by teasing or making offensive remarks
- Cyber bullying: use of it by an individual or individuals in a way intended to upset or exploit others.
- Emotional torment: excluding from social groups or spreading rumours.
- Theft or the deliberate destruction of property.
- Any deliberate displays of intolerance on the grounds of difference e.g. race, sexuality, appearance, gender etc.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes or any reference to Special Educational Needs and/or disability.

The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that

parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in student suicide.

Proven instances of bullying will be taken very seriously. Please see our Anti-Bullying policy for further information.

Sexual Abuse or Harassment

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

Staff actively uphold this zero-tolerance stance by following the SCAR approach which we are introducing from September 2023:

STOP: stop when you notice.

CHALLENGE: challenge the comment or behaviour.

ADDRESS: let the child or young person know that it is not appropriate or acceptable.

REPORT: all incidents should be reported to the Designated Safeguarding Lead particularly low level or first offences; it helps to build a picture. Any incidents or actions taken will be done so in line with the school's safeguarding policy.

All incidents will be reported to the Designated Safeguarding Lead in line with the School Safeguarding policy.

Please see our Safeguarding and Child Protection Policies.

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 sexualized 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
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet, email or mobile phones
 - Creating or maintaining websites with sexual content
 - 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.

Leaving Site

Once at school, students are not allowed to leave site unless collected/ organised by a parent or carer and other than in exceptional circumstances this must always be agreed with school in advance. Students in KS3 must be collected by a parent/carer or nominated trusted adult; students in KS4 may leave the school site independently where a parent requests this.

Students must remain in their designated areas at all times.

Harmful substances/weapons

Under no circumstances can students bring high energy/caffeine drinks; alcohol; tobacco/vaping or drugs onto the school premises. No items that can be used as a weapon or classed as a weapon are to be brought onto the school site.

Serious Incident

When a more serious behaviour incident takes place the member of staff will log the incident on Arbor and alert the appropriate members of SLT/the pastoral team.

If the incident cannot be dealt with using the departmental sanctions, then the member of SLT on-call should be contacted.

For serious incidents the student will be instructed to work in isolation while investigations are carried out or for a suitable, fixed amount of time as a sanction for the incident. Parents will be informed.

If a fixed-term suspension is warranted, students will not be allowed back into school until a reintegration meeting has been held to discuss the reasons for the suspension and the expectations of the school following the return of the student.

Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, damaging property and to maintain good order in the classroom.

Serious misbehaviours may include but are not restricted to:

For example, if any student is involved with;

- Peer on peer abuse
- Any behaviour which is discriminatory in nature (e.g. discriminates on the basis of disability, gender, race, religion, age, sexuality and/or marital status)
- Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
- Harassment-behaviour towards others which is unwanted, offensive and affects the dignity of the individual or groups of individuals including racist, sexist and homophobic or transphobic behaviour
- Bullying of another student including cyber-bullying; prejudice-based bullying and discriminatory bullying
- Use of ICT or audio/visual recordings 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
- Sexual abuse or harassment of another student
- Sexual abuse or harassment of staff
- Making false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board
- Behaving in a manner which could be construed as harassing, bullying intimidating staff in any way either in school or beyond the school gates including online
- Illegal drugs or alcohol or tobacco including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
- Smoking/Vaping -including the possession of any paraphernalia
- Possession of banned items (including but not limited to) knives or bladed articles and weapons, fireworks, firecrackers, high energy/cafeine, alcohol, illegal drugs, vapes, tobacco and cigarette papers, stolen items, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person.
- Truancy
- Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
- Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
- Carrying an offensive weapon
- Swearing at, or insolence to a member of staff
- Defiance of staff
- Physically assaulting another student or is physically aggressive to another student, including fighting, violent behaviour, wounding, obstruction and jostling)
- Physically assaulting a member of staff or is physically aggressive towards a member of staff, including fighting, violent behaviour, wounding, obstruction and jostling)
- Persistent misbehaviour including repeated challenging behaviour, defiance, persistent breach of school rules, truancy internal/external
- Misbehaviour in any way whilst on Red Report
- Activities which are prejudicial to the health and safety of member(s) of the school community
- One-off serious incidents not covered by the categories above

Internal isolation/suspension

- Time in isolation reflects the severity of the incident/ behaviour.
- Only senior pastoral staff or members of SLT can direct a student to internal isolation.
- Isolation is held in a designated area under the supervision of a teacher.
- If a child is in isolation they will lose social time with their peers.
- Parents are informed.
- Following the isolation period, the student will be issued with an appropriate level of monitoring report.
- A range of strategies and support will be put in place by the class teacher, head of department and pastoral team to prevent a reoccurrence of the incident.
- The SENDCo will be consulted where necessary.

Suspension (External)

- Punitive and also restorative with reintegration support.
- Headteacher decides the length of the suspension which may be reasonably adjusted taking into account SEND needs.
- Parents are informed verbally and in writing.
- Prior to the return to daily school life a reintegration meeting is held with parents led by the Senior Assistant Head Pastoral or the Deputy Headteacher (and SENDCo if appropriate). The Headteacher may attend the meeting depending upon the nature of the incident.
- Support is offered from the school and any concerns aired.
- Support offered may include a SENDCo assessment for a possible unidentified or emerging SENDCo need.
- The students will be placed on the appropriate level of monitoring report.

Permanent exclusion is only ever a last resort in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously damage the education or welfare of the student or others in the school; is a decision made by the Headteacher but must be sanctioned by governors. School must adhere to the statutory guidance from the Department for Education: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/School_suspensions_and_permanent_exclusions.pdf)

Preventative measures to school exclusion

Off-site direction

An off-site direction is when the school requires a pupil to attend another education setting to improve their behaviour where previous interventions or targeted support have not been successful in improving a pupil's behaviour. An off-site direction should be used to arrange time-limited placements at an Alternative Provision (AP) or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement. The school will have regard to the following guidance when making an off-site direction: [Alternative provision - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/School_suspensions_and_permanent_exclusions.pdf)

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests. Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the school is contemplating a managed move, we will contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will follow the statutory procedures for amending a plan.

Managed moves will only be offered as part of a planned intervention where appropriate initial intervention had been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move. The managed move will be preceded by information sharing with the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.

Reintegration

The school will ensure that pupils are appropriately reintegrated following their removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. The school will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

External Agencies

We work closely with a range of external agencies and organisations to best support our students with their behaviour (and their families). Examples include:

- Social Services
- Early Help: OnePoint
- The Police
- CAMHS
- CYPS
- Autism Social and Communication Team
- Durham Local Authority Behaviour Panel
- Behaviour Support e.g. specialist support from Clennell Education Solutions

Searching, Screening and Confiscation

The school reserves its right to confiscate, retain or dispose of a student's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the school's uniform rules/an item which poses a health or safety threat/illegal items. It also has the power to search without consent for where it has reasonable grounds for suspecting that the student may have a prohibited item/items including (not an exhaustive list):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes or materials used for vaping
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by school rules such as chewing gum, aerosol sprays, e-cigarettes, energy/caffeine drinks.
- Mobile phone or electronic device
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence; cause personal injury to any person, including the pupil themselves; damage the property of any person, including the pupil themselves.

Any search of a student will comply with DfE advice: [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

This advice provides advice on the use of strip searches on school premises by the police.

Records of confiscated items and searches for a prohibited item will be kept on CPOMS. All confiscated items will be stored safely and returned to the student and or parent as appropriate – normally at the end of the school day. However, illegal items will be handed over to the police. Staff cannot be held liable for the loss of confiscated items. Records of searches will include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search
- Parent/carer will always be informed if their child has been involved in a search

Discipline beyond the school gates

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

Any unacceptable behaviour where the student is:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a student 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 student or member of the public
- Could adversely affect the reputation of the school.

The Headteacher and Leadership Team will consider each reported incident and deem a suitable or appropriate sanction where necessary. At that point a decision will also be made as to whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority. 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 student suffering or being likely to suffer significant harm. In that case the school staff will follow the Safeguarding Policy guidance.

Appendix 1 – Behaviour Curriculum

Behaviour Curriculum: Overview 2025-26



“Routines are the building blocks of the classroom culture. Routine behaviour must be taught, not told.”
Tom Bennett, Running the Room

Behaviour Curriculum

At St Bede's, our Behaviour Curriculum is designed to teach behaviour explicitly, recognising that positive behaviour is learned through clear instruction, modelling and practice. Informed by educational research, we ensure expectations are unambiguous and consistently reinforced, rather than assumed.

Staff break routines into manageable steps, model them clearly, and provide regular opportunities for practice, supported by timely feedback and reinforcement. We recognise that behaviour change takes time, so expectations are revisited frequently and embedded through consistency, repetition and predictable routines. This approach supports all students to develop secure habits for learning and contributes to a calm, orderly and supportive school environment.

St Bede's Core Values

At St Bede's, our Behaviour Curriculum is rooted in our Catholic mission: every individual is made in the image and likeness of God. Each student is a child of God and deserves to be treated with respect and dignity. This truth brings with it a responsibility for every member of our community to treat others in the same way. Our aim is to guide and support students so they can live out these principles in their daily lives.

We create an environment where positive behaviours flourish by proactively teaching and modelling what good behaviour looks like. Students are explicitly taught the standards expected of them and why these matter in the context of our faith and values. For those who need additional support, we provide reasonable adjustments to help them succeed.

Our vision for excellent behaviour is clearly outlined in our Behaviour Policy and reinforced through our St Bede Values, which shape everything we do:

[Behaviour-for-Learning-Policy-2025-2026.pdf](#)

- **Strength in Faith** – grounding our actions in trust and belief.
- **Together as Family** – building a community of care and belonging.
- **Be the Best Version of You** – striving for personal growth and integrity.
- **Excellence in All We Do** – aiming for high standards in learning and conduct.
- **Discipleship: Serving Others** – showing compassion and putting others first.
- **Environment: Caring for Our Planet** – acting responsibly as stewards of creation.

[Core Values – St Bede's Catholic School and Sixth Form College, Lanchester](#)

Our expectations, practices, and procedures are designed to model and encourage these values, creating a culture where every student can thrive academically, socially, and spiritually.

Student Code of Conduct

At St Bede's, we expect all students to uphold our mission and values by following three simple principles:

Be Ready. Be Respectful. Be Safe.

These expectations apply in every aspect of school life—inside and outside the classroom—and help create a community where everyone can learn, grow, and flourish.

Be Ready: Being ready means coming to school prepared to learn and contribute positively. Readiness reflects our value of Be the Best Version of You and Excellence in All We Do, ensuring every student strives for success.

Be Respectful: Respect is at the heart of our Catholic mission: every person is made in the image and likeness of God. This embodies our values of Together as Family and Discipleship – Serving Others, creating a culture of care and compassion.

Be Safe: Safety is essential for a thriving school community. This reflects our commitment to Environment – Caring for Our Planet and ensuring a secure, respectful environment for all.

[Behaviour – St Bede's Catholic School and Sixth Form College, Lanchester](#)

A Tailored Approach to Supporting Individual Behaviour

At St Bede's, our Behaviour Curriculum is inclusive, restorative, and student-centred, ensuring that every young person receives the support they need to thrive. We believe that positive behaviour is taught, practised and reinforced, just like any other aspect of learning. While our whole-school Behaviour Policy sets clear and consistent expectations for all students, we recognise that some pupils need additional, targeted support to meet those expectations. Our Behaviour Curriculum therefore takes a graduated approach, offering the right level of support at the right time.

Our support framework includes:

Universal Strategies *(for all students)*

- Clear routines and expectations embedded in teaching.
- Positive recognition systems and rewards.
- Restorative conversations following incidents.
- Consistent use of the school's Behaviour Policy.

Targeted Interventions and Specialist Support

- Daily Report Cards – Structured feedback to reinforce positive habits.
- Pastoral Support Plans (PSPs) – Personalised goals and strategies reviewed half-termly with all stakeholders.
- RESET Room – A calm space that is staffed for regulation and reflection.
- Home-School Communication – Regular updates and partnership working.
- Functional Behavioural Assessments (FBA) – Identifying underlying needs with external professionals.
- Bespoke SEND Interventions – e.g., *Anger Gremlins* and *Anxiety Gremlins* programmes.
- Mental Health and Wellbeing Pathway – Access to counselling and therapeutic support.
- Restorative and Educational Work Post-Incident – Promoting reflection and reducing recurrence.
- SEND Screening and Monitoring – Early identification and ongoing review.

This approach ensures behaviour support is proactive, restorative, and rooted in care, enabling students to feel safe, understood, and ready to learn.

Appendix 2 – Mental Health and Wellbeing Pathway

St Bede's Mental Health and Wellbeing Pathway

At St Bede's, the mental health and wellbeing of every student is at the heart of our mission as a Catholic community. Our approach is rooted in the Thrive Model, which enables us to understand the social and emotional development of young people and to respond with compassion, consistency, and precision. Thrive supports schools in creating safe, nurturing environments where

children feel attuned to, regulated, and ready to learn. This framework allows us to identify individual needs, build positive relationships, and ensure that all students can flourish academically, socially, and spiritually.

This commitment aligns closely with our core values—Together as a Family and Being the Best Version of Yourself. We believe that emotional wellbeing grows when every young person feels a sense of belonging, acceptance, and unconditional worth. By working together as a family, we create a supportive culture where students can learn to understand their feelings, express themselves safely, and develop resilience. In doing so, they are empowered to become the very best version of who God created them to be.

“Encourage one another and build each other up.”

—1 Thessalonians 5:11

Links for MHWB parental resources

[Mental Health – St Bede's Catholic School and Sixth Form College, Lanchester](#)

Thriving

Most children and young people thrive and cope with the 'normal' difficulties and challenges of life and of growing up. They usually cope with challenges using their own resilience, the support of family and friends and support from their school.

Support in school:

- PSHE lessons - to raise awareness and promote emotional health and wellbeing.
- Assemblies
- PSHE Bitesize
- Core values
- Anti-Bullying Ambassadors
- Trusted Adult – Speak Out Stay Safe
- We Are Listening email available to all students and promoted around school.
- SEND support plans and reasonable adjustments
- Behaviour curriculum
- Review of attendance and behaviour data to feed into early identification of MHWB needs.
- Peer Buddies- KS2 Transition and journey through
- Key speakers and visitors into school – Never throw in the towel project
- Social media posts promoting wellbeing and advice.
- Posters in school promoting mental health and wellbeing with universal services,

Getting Advice

Those that need signposting and advice.

Support in school:

- Kooth
- Reset Room intervention
- Year Team wellbeing check-ins
- DDSL check ins
- Family Nurse team

- Ms Stemp – medical lead

Getting Help

Those that need focused goals-based input.

Support in school:

- Emotional Resilience Nurse referral
- School counselling – Road Centre
- Centre for Women Girls Resilience Programme
- SEND based interventions – eg Anger Gremlins
- Multi-agency support and meetings in school

Getting More Help

Those that need more extensive and specialist goals-based help.

Support in school:

- NHS Mental Health Support Team (Piece of Mind)
- EWEL Team referral and intervention
- CAMHS referral
- Referral to PCN Child and Adolescent Mental Health Practitioner (Natalie Rhodes)

Getting Risk Support

Those that have not benefited from or are unable to use help, but are at such a risk they are still in contact with services.

Support in school:

- CAMHS/ CAMHS crisis
- School safety plans
- First Contact/ Police referral

