

# BEDE'S

EXCEPTIONAL

## SUMMER SCHOOL

### Behaviour Policy

#### Eastbourne, Windlesham, Royal Russell, Dicker & Lancing

Author / Role	Admissions, Summer School
Date Published	November 2024
Approving Body	Interim Director, Summer School
Regulatory References	KCSIE(2024) DfE Behaviour and Discipline in Schools (2016) British Council
Date of Review	November 2025

Equality, Diversity, Inclusion and Belonging Check for new/updated Policy completed by (committee/date): November 2024

#### Documentation Distribution

*Please delete as applicable*

All staff	Y
Governing Body	Y
Parents on request	Y
Published on School website	Y
BC requirement to be available on request	Y
BC requirement to be on School website	Y
Parent Portal	Y
Staff Hub	N
Staff Induction & Staff Link Portal	Y
Limited Internal Use Only (state recipients)	

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

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

**Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.**

## **Vision, Mission and Values**

### **Our Vision**

Where every child finds joy in their pursuit of brilliance

### **Our Mission**

We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

### **Our Values**

#### **Be Compassionate**

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

#### **Be Courageous**

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

#### **Be Curious**

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

#### **Be Conscientious**

Because dedication is a spearhead of success.

We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

## **Policy Principles/Aims:**

This policy document sets out to promote and maintain honest, considerate and dependable behaviour amongst Bede's Summer School students.

## **Statutory Guidance:**

- KCSIE (2024)
- DfE Behaviour and Discipline in Schools (2016)
- British Council

### Associated Trust Policies:

- Bede's Child Protection Policy
- Anti-bullying Policy
- Complaints Policy
- Substance Misuse Policy
- Student Reasonable Force Policy
- Search and Confiscation Policy
- Admissions Policy
- Equity, Diversity, Inclusivity and Belonging Policy
- Behaviour Policy (Brighton)

## 1. School Rules (See Appendix 1)

I. These rules have been set out by the School in relation to:

- a) Conduct and good behaviour
- b) Self-respect and respect for others
- c) Respect for property and the environment

II. These rules are necessary so that students and staff are kept safe at Bede's Summer School, for the reputation of the School and for the protection of Bede's property and environment. They help to promote a healthy living and educational environment where young people can learn together and thrive.

III. These rules apply to all students whilst they are at School, representing the School, on School trips and visits, travelling to and from school (for the avoidance of doubt these rules extend fully to all behaviour on school buses).

## 2. Consideration for others

I. An absolutely vital ingredient of a productive life in any community is the ability to behave with consideration for others at all times; an important element of this considerate behaviour will be inclusivity and the acceptance of difference.

II. The most effective way for anyone to learn considerate behaviour and acceptance is through example. All the staff have a vital role to set an example which students will follow.

## 3. The promotion of good behaviour and reward system

I. Bede's aims to encourage every student to make the most of their talents and time at school by building an informal culture of praise, encouragement and recognition. Verbal praise must be the principal way in which students are encouraged, and encourage each other. Mutual support amongst the entire Bede's community forms the foundation of a positive mindset.

II. Formal awards are part of the School system for exceptional academic work, excellent academic effort, kind behaviour, service and exhibiting Bede's four core values (Be Compassionate; Be Courageous, Be Curious and Be Conscientious).

III. The School recognises that where challenging behaviour is related to a student's special educational need, protected characteristic and/or disability, positive discipline and reward

methods may enable the School to manage their behaviour more effectively and assist their educational needs.

#### 4. Consequences for Breaches of School Discipline

- I. If a student's behaviour falls below expectations they will be spoken to by a staff member who will explain what has been reported or observed and why that behaviour is unacceptable. The student will be offered the opportunity to reflect on their behaviour.
- II. Bede's Summer School operates a warning system. A first warning is issued for offences such as being late to class or dropping litter. All members of staff are authorised by the Summer School Interim Director to discipline students for minor breaches of school rules.

A second warning is given for further breaches and a final warning for a third offence or a serious offence.

The particular consequence applied will depend upon a number of circumstances, including the frequency and severity of the offence, the manner of the offence; any previous warnings; and the previous or subsequent conduct of the student concerned.

If a student persistently breaks the rules or if a breach is considered by a staff member to be particularly serious, the matter will be referred to the Centre Director to deal with according to the procedure set out in this policy.

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

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

#### 5. Equity

- I. The School has duties under the Equality Act 2010 and will make reasonable adjustments for managing behaviour which is related to a student's special educational need, protected characteristic, and/or disability. Where expulsion needs to be considered the School will ensure that a student with a disability or special educational needs can present their case fully where their disability or special educational needs might hinder this.

#### 6. Child Protection (Please see Bede's Child Protection Policy)

- I. Where behavioural issues give cause to suggest that a student is suffering or is likely to suffer significant harm, the School's child protection procedures will be followed.

#### 7. Use of Reasonable Force (Please see Student Reasonable Force Policy)

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

#### 8. Searching and Confiscation (Please see Search and Confiscation Policy)

St Bede's School Trust Sussex (registered in England with liability by guarantee No. 1386499) Registered Office: Bede's, Upper Dicker, East Sussex BN27 3QH Registered Charity No. 278950

- I. In order to maintain good order, discipline and to ensure the safety of staff and students, a number of items are prohibited under the school rules. These items include: knives or weapons; lasers; alcohol; illegal drugs, prohibited substances and paraphernalia associated with those drugs and substances; stolen items; e-cigarettes, tobacco, lighters and cigarette papers; fireworks; pornographic images (whether in digital or physical form); any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the student). The Interim Director and authorised staff reserve the right to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The school has a Search and Confiscation policy, which provides further guidance for staff on the procedures for managing searches and confiscating items, including details of the records to be kept and complaints/allegations.

## **9. Malicious Allegations**

- I. Where an allegation by a student is shown to have been deliberately invented or malicious, the Summer School Interim Director will consider whether to take disciplinary action under the School's Behaviour policy.

## **10. Support systems for students**

- I. The School's pastoral system (i.e. welfare and medical) and management systems (digital and human) are designed and used to support students with their behaviour. Teaching and pastoral staff are made aware of the particular circumstances of children in their care and their classrooms and of any circumstances that may make a child vulnerable (for example SEND [Special Educational Needs and Disabilities], being from overseas,). At an appropriate stage the School will also liaise with parents/guardians and outside agencies (such as East Sussex Local Safeguarding Children's Board).

## **11. Inquiry Procedure**

- I. Conduct of an Inquiry: A rumour or suspicion of a repeated or serious breach of Summer School Rules will be investigated and if appropriate, disciplinary action may be taken by the Summer School. Inquiry into a complaint or rumour about a student's behaviour will be conducted by the Centre Director or nominated Manager.
- II. Involving the Student: If a complaint is made concerning a student's behaviour, the Summer School Centre Director or nominated manager will hold a meeting with the student to ensure that they have the opportunity to give their version of events. If the student feels they are not able to adequately communicate in English, the school will endeavour to provide linguistic support or invite them to be accompanied by a friend who can act as translator. The Parent/Guardian/Agent will be informed before the meeting takes place.
- III. The Inquiry Procedure is used to establish whether a breach of Summer School discipline has occurred. As such, it will not be implemented when the student has already admitted to the breach or been caught while committing the breach.
- IV. Documentation of Procedure: An incident report will be completed by the Centre Director or nominated manager whenever an investigation is carried out into a student's conduct. A copy will be available to the Head Office.

- V. Bag/Room Searches: If a bag or room search is appropriate to the investigation procedure, such a search will be conducted in accordance with Bede's Summer School Search and Confiscation Policy.
- VI. Body Searches: If a body search is required, it will be conducted by the Police under supervision.
- VII. Outcome of an Investigation: To ensure that the same person is not responsible for both the investigation and making the final decision the Summer School Interim Director will decide on the outcome.
- VIII. Informing Parents of the Outcome: Parents will be informed as soon as reasonably practicable of the outcome of the investigation, and of any decision to permanently exclude.

## **12. The Procedure for Dealing with Exclusions**

- I. Decision to Permanently Exclude: The decision is at the sole discretion of the Summer School Interim Director who will act fairly and reasonably in arriving at their decision.
- II. Organising the Transfer home: The student's parents will be responsible for:
  - a) Organising their child's swift departure from school. Rescheduling, where possible for the same day, and paying for the student's return flight home.
  - b) Paying for any additional transfer costs incurred.
  - c) Accommodating the student between their exclusion and departure: Once the decision has been made to exclude a student from the Summer School, they will be withdrawn from all lessons, activities and excursions and they will be required to leave the Centre.
- III. Contesting an Exclusion: Due to the short duration of the Summer School, parents will not be able to appeal against any exclusion. However, if they feel that the decision and/or procedure was unfair, they will be able to make a complaint to the Chief Operating Officer (COO) of Bede's School who can be contacted via the Summer School Head Office. The COO will then look into the complaint and contact the parents within 21 days with the results of any further investigation.
- IV. Fees: In the event that a student is permanently excluded from the Summer School no refund of fees shall be paid in any circumstances.

## Bede's School Rules

- I. These School Rules, which may be updated from time to time in the light of changed circumstances, are to be circulated to members of staff, students and parents of Bede's Summer School.
- II. These rules apply to all students whilst they are at School.
- III. Students are expected to support the published aims, ethos, policies and Rules of the School and to uphold its good name and reputation.

### The following is not permitted:

#### 1. Drugs and Substances

- a) The supply of drugs and substances.
  - b) Possession or use of drugs and substances.
  - c) Other involvement with drugs and substances.
- I. Where there is suspected involvement with drugs and substances, students may be asked to supply a urine sample for analysis before sanctions are imposed.
  - II. Unless otherwise specified, where the document refers to drugs this includes:
    - a) alcohol
    - b) tobacco
    - c) illegal drugs (classified in the Misuse of Drugs Act 1971)
    - d) medicines – 'over the counter' and or prescribed (unless authorised by the school medical team)
    - e) new (novel) psychoactive substances (formally known as 'legal highs', now classified in the Psychoactive Substances Act 2016)
    - f) volatile substances that may be inhaled such as solvents and tobacco
    - g) unauthorised substances – including electronic cigarettes
    - h) "legal" drugs (including animal, mineral or vegetable products which have an intoxicating, and/or stimulating and/or hallucinating effect); performance-enhancing drugs; anabolic steroids; glue; solvents
  - III. **Substance misuse** is a broad term encompassing 'the harmful use of any psychotropic substance, including alcohol and either legal or illicit drugs. Use of such substances is harmful when it has a negative effect on a person's life, including their physical and mental health, relationships, work, education and finances or leads to offending behaviour.' NICE (National Institute for Health and Care Excellence) 2015. In terms of this document substance misuse refers to any form of ingestible/inhalable / injectable substance including food supplements, vitamins, protein drinks, sports supplements, and caffeine, being used to harmful excess.

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

- a) Bringing alcohol or arranging delivery of alcohol onto the School premises.
- b) Consuming alcohol or storing it on School premises, including accommodation.
- c) Supplying alcohol to other students, including those aged 18 and over.
- d) Bringing tobacco or any product containing tobacco onto school premises.
- e) Using tobacco or any product containing tobacco on school premises and trips.
- f) Supplying tobacco or any product containing tobacco to other students.
- g) Bringing e-cigarettes, vapes and vaping liquids onto school premises.

- h) Using e-cigarettes, vapes and vaping liquids on school premises and trips.
- i) Supplying e-cigarettes, vapes and vaping liquids to other students.
- j) Using a fake ID or using another person's ID in order to purchase alcohol, e-cigarettes and tobacco.

### 3. Unacceptable Behaviour

Some examples of unacceptable behaviour:

- a) Incidents of theft; blackmail; physical violence; intimidation; bullying (as defined in the School's Anti-bullying policy); racism; possession or use of an unauthorised firearm or other weapon; vandalism or deliberately compromising the integrity of the School's digital systems and services
- b) Persistent rudeness to others or the disruption of any school activity whether in class or otherwise.

### 4. Misconduct of a Sexual Nature

Misconduct of a sexual nature includes:

- a) The committing of a sexual act by a student with another person whether or not the student or the other person is aged 16 or over.
- b) Any act of indecency by a student.
- c) Sexualised language.
- d) The supply or possession of pornography, whether in digital or physical format.
- e) The loading, viewing or downloading of pornographic images or text to or from the internet.
- f) Any use of Social Media, or other digital media, to send, or to encourage, procure or request others, to send images of an inappropriate nature. For the avoidance of doubt, this includes (but is in no way limited to) images of any personal body parts or any images of a state of undress.
- g) Harmful Sexual Behaviour (HSB) can occur online or face to face and can also occur simultaneously between individuals. Any incident of HSB will have oversight from the Deputy Safeguarding Lead (DSL) who will ensure that both parties are safeguarded as necessary. The seriousness of incidents of HSB are assessed using toolkits which consider, for example, age and developmental factors.

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

**Other rules:**

### 5. House Visiting

Students may not enter other houses.

### 6. Phone Use

Phone use is not permitted during the school day, except for those occasions when permission is given by a teacher. In cases where a small number of students may justly have an exemption from this (for example on medical grounds), their names will be made available to staff.



**Appendix 2****Summer School Behaviour which is encouraged**

- being honest, open and inclusive
- politeness, kindness and courtesy to everyone
- mutual cooperation and collaboration
- having an excellent attitude to learning and engaging with activities and excursions
- care and respect for the whole school environment and property
- keeping a clean and tidy bedroom
- following instructions and being on time

**Appendix 2a****Summer School Behaviour which is discouraged**

If a student is found to have breached the Summer School Rules, they will be dealt with in a manner proportionate to the seriousness of their behaviour.

If a student persistently breaks the rules or if the breach is considered by a staff member to be particularly serious, the matter will be referred to the Centre Director to deal with according to the procedure set out in this policy.

Examples of consequences for breaches of School Rules include:

When a student has:

- |   |   |  |
|---|---|--|
| ● been late for a class, activity or meeting  | → | taking away their free time                |
| ● caused damage to school property            | → | charging them for repairs                  |
| ● failed to keep a tidy bedroom               | → | requiring them to tidy it during free time |
| ● been rude to staff                          | → | inform the parents                         |
| ● been persistently breaking the School rules | → | inform the parents                         |
| ● been in possession of drugs                 | → | inform the police                          |
| ● broken the law                              | → | expel                                      |

**Arrangements for dealing with child on child abuse allegations**

- I. Child-on-child abuse is abuse by one or more students against another student. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues, initiation rituals and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same as “just having a laugh” or “boys being boys”.
- II. The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the child is likely to feel that the member of staff is in a position of trust.
- III. The School recognises that children can be particularly vulnerable in residential settings and is alert to the potential for peer-on-peer abuse.
- IV. The School takes steps to minimise the risk of peer-on-peer abuse. Ongoing/ continuous staff training relating to diversity, gender, SEND provision and bullying is provided.
- V. Where an issue of child behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies:
  - a) A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Children’s Services on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged victim and perpetrator. If a student must be interviewed by the Police about allegations of abuse, the School will ensure that, subject to the advice of Children’s Service, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from Children’s Services and/or the Police as appropriate.
  - b) Police may be informed of any harmful sexual behaviours which are potentially criminal, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children’s social care and/or a report to the police against a victim’s wishes, the reasons should be explained to the student and appropriate specialist support offered.
- VI. The School’s approach to sexting is that all incidents involving youth-produced sexual imagery should be responded to seriously.
- VII. When an incident involving ‘youth-produced sexual imagery’ comes to the school’s attention:
  - a) The incident should be referred to the DSL as soon as possible
  - b) The DSL should hold an initial review meeting with appropriate school staff
  - c) There should be subsequent interviews with the children involved (if appropriate)

- d) Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents/carers would put the young person at risk of harm.
- e) At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- f) Sexting Considerations and Risk Assessment
- g) Vulnerability of the child
- h) Coercion How shared and where
- i) Impact on children
- j) Age of the children

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

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

#### **Always refer if:**

- a) Adult involvement
  - b) Coercion or blackmail
  - c) Extreme or violent
  - d) Under 13
  - e) Immediate risk of harm
- I. In the event of disclosures about child-on-child abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures under this policy will be

followed. Victims will be supported and guided by the DSL and the pastoral team and support from external agencies will be sought, as appropriate.

- II. When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
  - a. the victim;
  - b. the alleged perpetrator; and
  - c. the other children (and, if appropriate, staff) at the School.
- III. Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.
- IV. The school will use the current guidance regarding referrals to the police: <https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>