THE BECKET SCHOOL
A CATHOLIC VOLUNTARY ACADEMY

LABORARE EST ORARE

Promoting Positive Behaviour

Part of
OUR LADY OF LOURDES
CATHOLIC MULTI-ACADEMY TRUST

Nottingham Diocese Multi Academy Trusts
CATHOLIC SCHOOLS Moving Forward Together

Title of policy:	**Curriculum Policy**
Policy Reviewer:	**Assistant Headteacher for Behaviour**
Normal review frequency:	**Annually**
LGB approval date:	
Date of next review:	**September 2027**

"I have come in order that you might have life – life in all its fullness."
John 10:10

OUR MISSION STATEMENT

Through practising the catholic values and virtues found in The Becket Way, every person at The Becket School will achieve their full potential spiritually, morally, socially and academically.
We will work in partnership with parents and carers to support our young people in following Jesus as our role model and living life in all its fullness.

WORK HARD

In all that we do – our faith, our schoolwork and our relationships, embracing the opportunities offered to us

BE LOVING

By treating others as we wish to be treated, recognising that everyone is made in the image and likeness of god

DO THE RIGHT THING

By helping each other to encounter Jesus Christ through practising the gospel values within our school, local and global communities

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1. **Introduction**

1.1 The Becket School staff aim to create a sense of order and self-discipline in students which reflect the Gospel values and ethos of our school. The school asks for and always expects a high standard of courtesy and behaviour; effective teaching and learning can only take place in a well-ordered environment, and our ultimate goal is for all students to fulfil their potential.

1.2 The Gospel values that underpin 'The Becket Way' are summarised by Jesus during the Sermon on the Mount (Matthew 5:3-12) and outline the character qualities and values to help people live fulfilled and happy lives (service, integrity, compassion, gentleness, justice, forgiveness and peacemakers). The Becket School has summarised these further into one simple 'Becket Way' aspiration that all staff and students should aspire to: "Work Hard. Be Loving. Do The Right Thing."

Work Hard.	Be Loving.	Do The Right Thing.
Service.	**Compassionate.** **Peacemaker.** **Gentle.**	**Integrity.** **Justice.** **Forgiveness.**

1.3 All members of the Becket School community have had an opportunity to contribute to the development of this policy. Our 'Becket Way' policy has been developed by learning from the best practice in different schools across the country. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and others. Students can thrive at school and at home when boundaries and consequences are very clear and consistently applied. This policy also seeks to ensure that students are appropriately rewarded and encouraged for meeting the high expectations of the school. Ultimately the policy is underpinned by our Catholic ethos and an understanding that being a disciple of Christ requires Discipline.

1.4 A shared commitment from parents, governors and the wider community is an important factor in promoting good behaviour, as is the support of the local authority and other agencies.

1.5 This policy should be read in conjunction with:

- **The Becket Way Behaviour Guide** https://tinyurl.com/2vk42jd2
- **The Becket Way Student Booklet** https://tinyurl.com/44j2xm3t
- **Home School Agreement** https://tinyurl.com/ybe5vhwb

These guides may be updated whenever it is felt appropriate to improve the system (any mid- year changes will be communicated with parents). Both staff and Governors will be consulted on any substantive changes to the Guide.

2. Principles

The governing body believes that good behaviour in all aspects of school life is necessary to enable effective learning and teaching to take place. It therefore seeks to create a learning environment by:

- Creating a sense of good order and self-discipline characterised by fairness and justice.
- Promoting self-esteem, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all and encouraging a consistency of response to both positive and negative behaviours.
- Providing a safe environment free from disruption, violence, bullying, and any form of harassment.
- Encouraging a positive relationship with Parents and Carers to develop a shared approach in the implementation of the school's policy and procedures.

The Becket is a Catholic School which means that we strive to be a community with characteristics derived from the examples and teachings of Jesus:

- Welcoming and accepting of all, without distinction.
- Being ready to learn, with open hearts and minds
- Affirming the dignity and worth of each individual
- Offering forgiveness and reconciliation
- Aiming to give most help to those with the most need
- Caring and providing guidance and support
- Accepting responsibility for ourselves, for each other and the wider community.

3. Scope

It is important to recognise that this policy relates to:

- All activities, day visits and residential trips organised by the school and undertaken by students both during the school day and when part of an officially organised school group.
- Work experience and extended work experience placements.
- The period when students are making their way to and from school.
- Wearing school uniform or in some other way identifiable as a student at the school.

Behaving in a way that could have repercussions for the orderly running of the school.

- Posing a threat to another student or member of the public.
- Any behaviour or conduct that brings the school's reputation into disrepute.
- The right of staff is not to be subjected to harassment at any time in their professional or private lives.

4. Roles and Responsibilities

4.1 The roles and responsibilities of school staff, parents and students are outlined in the home school agreement.

4.2 The expectations of students are as follows:

- To always do their best to exhibit behaviours that follow the teachings and examples that Jesus set for us (Work Hard. Be Loving. Do The Right Thing).
- To demonstrate exemplary behaviour to the greatest extent possible (considering learning needs, social circumstances and mental health issues).
- To accept the authority of adult staff at The Becket School.
- That they attend the school on the understanding that the Behaviour Policy and consequences/sanctions apply to them in all the circumstances listed above (3.1).

4.3 The expectations of parents/carers are as follows:

- To acknowledge that by sending their children to the Becket School, that they do so on the basis that they accept the content of The Becket Way Promoting Positive Behaviour Policy and the accompanying guide.
- To support the school in maintaining the system as it applies to their own child, including the need to issue sanctions in accordance with school policy.

4.4 The expectations of all staff are as follows:

- To teach students the principles, ethos and rules of the school and to ensure that they are followed (Work Hard. Be Loving. Do The Right Thing).
- To create a high-quality learning environment with the support of leaders and promoting/teaching/modelling good behaviour.
- To consistently and fairly use sanctions and rewards to promote positive behaviour, break bad habits and encourage good habits; in most circumstances it is recommended that staff follow the system as set out by the Becket Way Behaviour Guide.
- To consistently and fairly use sanctions and rewards to create an environment where students can learn.
- To support departmental supervision of the building, including starting lessons promptly and at lesson changeovers.
- To liaise with form tutors, Leaders of Learning and/or Progress Leaders regarding students/classes who display repeated behaviour patterns, communicating relevant action taken to the relevant staff.
- To contact parents who seek clarification of the circumstances that led to after-school detention or SLT removal (this will usually occur by email).
- To seek resolution to major issues through parental contact and restorative conversations with the student, mediated where appropriate by other members of staff.
- To provide mutual support for each other through the consistent application of The Becket Way Promoting Positive Behaviour guidelines.

4.5 The expectations of form tutors:

- To monitor student behaviour, both rewards and sanctions, using the school's data systems.
- To liaise with Progress Leaders to discuss individual concerns and achievements.
- To liaise with parents/guardians to discuss individual concerns and achievements.

4.6 The expectations of Progress Leaders:

- To monitor student behaviour within the year group, giving praise for good behaviour and ensuring that all sanctions are applied consistently and followed through.
- To promote The Becket Way in their respective year groups.
- To conduct investigations and complete reports relevant to any major incidents.
- To be a main line of contact with parents around behaviour issues.
- To coordinate actions around any recurring students with an intervention. programme in discussion with the Senior Leader link person.
- To support and liaise with tutors, teachers and Leaders of Learning.
- To communicate action taken with relevant staff.

4.7 The expectations of Leaders of Learning:

- To monitor student behaviour within the department, giving praise for good behaviour and ensuring that all sanctions are applied consistently and followed through.
- To promote The Becket Way in their respective departments.
- To be a main line of contact with parents around behaviour issues within the department.
- To coordinate actions around any recurring classes with an intervention programme in discussion with the Senior Leader link person.
- To support and liaise with tutors, teachers and Progress Leaders.

4.8 The expectations of Senior Leaders:

- To ensure that the Behaviour Policy is operating effectively, supporting students and staff where needed and communicating with parents where needed.
- To support staff in maintaining disruption-free classrooms through the SLT removal protocols.
- To ensure efficient logging of all rewards/sanctions and the subsequent notification of parents.
- To liaise with Progress Leaders, Year Teams and the Learning Support Unit in response to incidents, to plan provision and to provide feedback from monitoring the data at student, year and departmental level. Data analysis takes place at regular intervals to track trends, effectiveness of interventions, hotspots and ensure equitable treatment across student demographics.
- To model excellent practice in using the Becket Way Promoting Positive Behaviour guidelines. Including student interactions, logging of sanctions/rewards and upholding of the policy's ethos.
- To ensure all the appropriate procedures are followed in relation to incidents that occur with students in their year group, supporting the Progress Leader.
- To regularly monitor repeated negative behaviour and action taken within their assigned Year Group(s).
- To regularly monitor and support the Damascus Centre, Reflection Centre and Removal Room
- To communicate action taken to the relevant staff.
- To review the policy and ensure any changes are communicated with all stakeholders.

4.9 The expectations of the Governing Body.

- To ensure there is no differential application of the policy and procedures on any ground, including, ethnic or national origin, culture, religion, gender, disability or sexuality.
- To ensure that the application of this policy reflects the school's ethos and values.
- To review any substantive changes to The Becket Way Promoting Positive Behaviour Guide annually.

4.10 The expectations of the LSU staff:

- To support students with their emotional and behavioural needs with a view to reducing their barriers to learning.
- To devise and deliver intervention strategies to target small groups and individual students.
- To promote The Becket Way to students.
- To support and liaise with parents to promote positive working relationships.
- To supervise students in the Removal Room, Reflection Centre or on Pre-Suspension.
- To monitor student progress and evaluate the effectiveness of intervention strategies.
- To support Progress Leaders in the investigation of behavioural incidents.
- To liaise with Senior Leaders, Progress Leaders, SENCO, Leaders and Learning and teaching staff with regards to students receiving intervention, their barriers to learning and potentially effective strategies.
- To perform any reasonable task under the direction of the Leader of the LSU that is designed to support the behavioural and emotional needs of students.
- To attend meetings as required with agencies, parents and members of the Senior Leadership Team.

4.11 Ensuring consistency across all staff and settings

- To ensure a consistent approach to behaviour, the school uses an escalation of consequences document which outlines types of behaviour and associated consequences at all levels starting from minor infringements to more serious incidents.

5. Rewards

The school policy is to reinforce good behaviour and self-discipline informally through positive feedback and praise and giving affirmation and recognition to students who model high standards. Students who behave well and meet the school's high expectations should be made to feel appreciated for doing so. In addition to this, the school will formally recognise good behaviour and self-discipline through the rewards system that is set out in The Becket Way Positive Behaviour Guide.

6. Consequences

6.1 The Becket School recognises the importance of developing positive staff-student relationships and an atmosphere in which children feel supported, nurtured and safe. The school also recognises the role and responsibility of staff in creating that atmosphere. It is also essential that the boundaries are established by the school and are enforced. This is part of our duty to help students to develop self-discipline and to ensure each student can fulfil their potential. Consequences can also be used to help break bad habits that students

may have acquired over time. Our system works on the basis that most students can moderate their behaviour so that they operate within the rules of the school; when rules are broken, the issuing of consequences ensures that the boundaries are maintained and that students can learn from their mistakes. Consequences should be issued in line with the Becket Way Promoting Positive Behaviour Guidelines.

6.2 The school maintains high expectations for all students while fulfilling its duties under the Equality Act and SEND Code of Practice. Reasonable adjustments and individual adaptations will be agreed deliberately, recorded, communicated to relevant staff and reviewed. Individual members of staff should not independently create different expectations. An identified need does not automatically remove a consequence, but it may influence how an expectation is taught, how support is provided and how a consequence is implemented.

7.Conduct Card

7.1 The school operates a low-level sanction system using Conduct Cards to monitor minor breaches of school expectations, such as poor uniform presentation, inappropriate behaviour in corridors or during break/lunch, lateness, or other minor incidents. Students must always carry their Conduct Card with them and be able to present it when requested by staff; failure to do so will result in automatic detention. Staff may record a signature on a student's Conduct Card when such behaviour occurs. Once a student has accumulated five signatures, this will trigger a 30-minute detention to be served the following day. The Conduct Card system is designed to promote consistent expectations, encourage reflection, and address minor issues before they escalate into more serious behaviours.

7.2 The conduct card is often used for issues relating to uniforms. Parents have a responsibility in ensuring that their child comes to school wearing the correct unform outlined in the schools unform policy. https://tinyurl.com/2mrh58yc

8. After-school detentions (ASDs)

8.1 The school's policy is compliant with government guidelines which are as follows:

- *Teachers have the legal power to put pupils (under 18) in detention.*
- *Schools must make it clear to pupils and parents that they use detention (including detention outside of school hours) as a consequence. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:*

  a) *Any school day where the pupil does not have permission to be absent.*
  b) *Weekends; except the weekend preceding or following the half term break.*
  c) *Non-teaching days: usually referred to as 'training days', INSET days' or 'non-contact days.*

Matters schools should consider when imposing detentions:

- Parental consent is NOT required for detentions.

When ensuring that detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- *Whether the detention is likely to put the pupil at risk.*
- *Whether the pupil has known caring responsibilities which mean the detention is unreasonable.*
- *Whether the parent's ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely.*
- *Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parents.*
- *Behaviour and Discipline in Schools: A Guide for Headteachers and School Staff (Department for Education)*

8.2 The school has reviewed best practice in other schools and consulted some of the research with regards to sanctions. The result of this review is that The Becket School seeks to ensure that consequences are as immediate as possible so that the students' actions are clearly linked to the consequences. The school subscribes to the view that the immediacy of the consequence is more important than the severity. As such, staff can issue detentions (30 minutes) next day, and the school will inform parents 24 hours before the detention is to take place.

8.3 Students are expected to sit the ASD on the specific date that it is scheduled. Sitting the ASD takes priority over all other school activities (e.g. sporting fixtures). The only circumstances that will cause detention to be rearranged will be student absence from school, pre- arranged medical appointments (the school will ask for evidence) or a very specific and evidenced safeguarding concern.

8.4 It is school policy that any consequence issued must be served by the student. Further strict consequences must be applied when detentions have been avoided so that we can ensure students respect the system and work within it.

8.5 If a student demonstrates inappropriate behaviour in an ASD, they will be withdrawn, and a further consequence will be applied.

8.6 If a student does not attend a 30-minute ASD and there is no valid reason this will be escalated to a 60-minute senior leadership detention on the nearest Friday. The student will be collected for this detention by a senior leader near to the end of period 5.

9. The Removal Consequence: Reflection Centre, Internal Suspension and Fixed Term Suspensions (FTS)

9.1 In order to protect the learning environment, when a student's behaviour does not meet expectations as laid out in The Becket Way, they may be removed from the lesson. Students will be issued with a Reminder of Expectation and a Formal Warning prior to Removal so that they are clearly reminded of expectations and have opportunities to modify their behaviour. Typically, removals will occur because of disruption to lessons or refusal to engage in lessons. The Reminder of Expectations and Formal Warning may be bypassed in exceptional circumstances in which a student crosses the teacher's red line, such as swearing or exhibiting dangerous behaviour. Students spend a short time in the Removal area, during which time they complete restorative work and other work is

provided. Failure to complete the Restorative work in a satisfactory way is likely to lead to a further escalated consequence. Poor behaviour in the Removal Room is likely to also lead to an escalated consequence.

9.2 Serious breaches of the school rules, or persistent breaches of the schools' rules (as set out by The Becket Way Promoting Positive Behaviour Guidelines) will result in a more serious consequence: Time in the Reflection Centre, Internal Suspension or Fixed Term Suspension (FTS). Consequences can be applied for inappropriate behaviour outside of school also, for example on public transport or when students are in school unform also.

9.3 Students spending time in The Reflection Centre will be excluded from their normal lessons and isolated from their peers for 5 full periods. Work will be provided to those students to complete independently, and students must also complete a Restorative Pack so that they reflect on their behaviour. Failure to complete the Restorative Pack in a satisfactory way is likely to lead to further consequences. Poor behaviour in the Reflection Centre is likely to lead to further consequences.

9.4 For first time incidents of vaping, a 2-day internal suspension will be issued. Students who are internally suspended will be isolated from the rest of their peers during that time. Work will be provided to those students to complete independently, and students must also complete a Restorative Pack so that they reflect on their behaviour. Failure to complete the Restorative Pack in a satisfactory way is likely to lead to further consequences. Poor behaviour in internal suspension is likely to lead to further consequences. The school will exclude students for a fixed period (Suspension) for more serious or persistent serious breaches of the school policy. During this period students will be provided with work but will not be allowed on school site.

9.5 The school does not have a 'tariff' of suspension length for different breaches of the school behaviour policy; instead, there is a principle that there will be an escalating series of consequences when it becomes clear that the previous level of consequence has not resulted in a change in behaviour (this can ultimately lead to consideration of a permanent exclusion – see The Becket Way Promoting Positive Behaviour Guidelines). However, the school reserves the right to issue the strongest of consequences for very serious incidents regardless of the students' previous behaviour history.

9.6 There are, however, certain behaviours that will usually result in an outright FTS regardless of the student's previous behaviour record. This is to maintain and protect the culture at The Becket School. Students who demonstrate any of the behaviours listed below are crossing the school's red line and may receive a fixed term suspension. The fixed suspension issued can vary in length from 1 day up to 10 days, this will depend on the seriousness of the incident and/or the previous behaviour history of the student. In the most severe of situations, any of these behaviours may lead to a permanent exclusion. To ensure consistency the red lines below will merit a serious consequence, however the decision to exclude will always be made by the Headteacher. Please note that the list below is not exhaustive.

- Assault of a student or member of staff
- Threatening or swearing at a member of staff
- Making malicious or false accusations against staff

- Sexual assault or inappropriate sexual conduct
- Persistent or serious defiance of SLT instructions or The Becket Way
- Poor behaviour in Reflection/internal suspension
- Persistent or malicious bullying (Stage 4 of the bullying register)
- Prejudicial behaviour (racist, homophobic, disability-related) at Stage 4 of the relevant register
- Criminal acts of theft in or outside school
- Possession, use, or distribution of illegal drugs or related paraphernalia
- Possession or use of illegal, dangerous, or prohibited items (including vapes, vaping equipment, or cigarettes)
- Bringing onto school premises any knife, blade, or replica weapon used to harm or intimidate.
- Possession of any item intended to cause harm or intimidation.
- Possession of alcohol on school premises
- Creating, sharing, or distributing illegal, harmful, or sexually explicit images/content
- Recording or distributing anti-social behaviour or incidents on a digital device
- Cyberbullying, online harassment, or unauthorised sharing of images/videos of students or staff
- Hacking or attempting to access school systems or student accounts.
- Acts of vandalism or deliberate damage to school, staff, or student property
- Graffiti or damage containing offensive or discriminatory language or symbols.
- Tampering with fire alarms, safety equipment, or other systems
- Arson or deliberate actions endangering safety.
- Persistent verbal abuse, intimidation, or targeted harassment of staff or students
- Inciting others to engage in serious misconduct (e.g. organising fights)
- Falsifying or interfering with school records or investigations
- Bribery, extortion, coercion, or deliberate dishonesty during investigations
- Association with or promotion of extremist or hate-based views.
- Conduct outside school that seriously damages the reputation of The Becket School

9.7 The school can take the decision to permanently exclude a student in the following circumstances:

- In response to a serious breach (for example bringing drugs or a knife onto the school premises), or persistent breaches, of the school's behaviour policy; **and**
- Where a student's behaviour means that allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

9.8 The school follows government guidance on exclusions:
https://www.gov.uk/government/publications/school-exclusion

9.9 Following a Fixed-term suspension the school requires parents and the student who has been suspended to attend a meeting with the headteacher or a member of staff appointed by the headteacher. The purpose of this meeting is to clarify the circumstances of the suspension, the future monitoring, and escalated consequences for repeated behaviour. Students will not be allowed to return to normal lessons or school activities until such a meeting has occurred and agreed courses of action decided.

10. Balance of probability

In deciding on a consequence, the school will decide based on the evidence in relation to the

balance of probability. Therefore, a student may be given a consequence for an action/involvement in an incident that they deny. The school will always investigate which can result in consequences being decided on several days after an incident. For a more serious incident, previous behaviour/information will be taken into consideration.

11. Electronic devices

School staff can conduct a search on a student's electronic device e.g. mobile phone, if they believe it contains information that would be helpful to a school investigation. The reason to examine, and possibly erase files, would be because the information could cause harm, disrupt teaching, break a school rule or cause distress to an individual.

12. Use of video and CCTV

The school asserts the right to use video capture devices to record students' behaviour during a specific incident. This footage may be used to inform an investigation into an incident. Due to the privacy of other students and GDPR, it is not possible for parents to view this footage.

13. Parents' right of appeal

13.1 Parents can make an appeal against an FTS to the governors. For suspensions of five days or less, governors must consider any appeal that is made but cannot overturn the headteacher's decision.

13.2 For suspensions of between six and fifteen days, governors must meet, if an appeal is made, to consider whether the suspended student should be reinstated. This must happen within fifty days of receiving notice of the suspension.

13.3 Parents cannot appeal against a decision about an Internal Suspension or time spent in the Reflection Centre. They can, however, make a formal complaint, which could be made after the consequence has been completed. Any complaints will be handled according to the school's complaints procedure.

13.4 Parents have the right to appeal against the headteacher's decision to exclude their child permanently from the school.

13.5 Where the Governing Body upholds the Headteacher's decision to permanently exclude a student, parents/carers have the legal right to request an Independent Review Panel (IRP) to review that decision.

- Requests must be submitted in writing within **15 school days** of receiving notice of the Governing Body's decision.
- The IRP is convened by the local authority or academy trust and consists of three independent members: a lay member (chair), a school governor, and a headteacher or former headteacher.
- The panel may:
    - **Uphold** the exclusion.
    - **Recommend** that the Governing Body reconsiders reinstatement.
    - **Quash** the decision and **direct** the Governing Body to reconsider reinstatement.

If the Governing Body refuses to reinstate the student following a direction to reconsider, the school may be subject to a **£4,000 budget adjustment**, payable to the local authority to support alternative provision.

Further details on the IRP process, including rights under the Equality Act 2010, can be found in the Department for Education's statutory guidance on school exclusions.

14. Reasonable Force

14.1 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, or to ensure the safety of students or staff in the classroom.
14.2 Incidents where reasonable force or restraint have been used must be logged using CPOMS, this will be done as soon as practically possible.
14.3 Where reasonable force has been used or restraint, parents will be contacted as soon as practicable. The only exception to this is if the school feels the disclosure would result in harm due to abuse or neglect. I such instances the school will report the incident to the local authority instead.
14.4 Specific school staff receive relevant training in de-escalation to ensure they are equipped to handle challenging behaviours in a supportive manner.

15. Searching and confiscation

15.1 The Becket School follows the guidance from the DfE, contained in the document specified to be used from September 2022:
https://www.gov.uk/government/publications/searching-screening-and-confiscation

15.2 The Becket Way Promoting Positive Behaviour Guide states the items that are banned from school. This list is not exhaustive, but also includes any other item deemed an offensive weapon or that a person under 16 years should not be carrying.
15.3 Staff have the right to confiscate these items if seen. Refusal to cooperate with confiscation is a serious act of defiance that warrants a significant sanction. Confiscated phones will be handed in to the main office.
15.4 Mobile phones will be confiscated and handed to students at the end of the day in the first instance. Students will be placed in the Reflection Centre. On a second occasion within the school year, mobile phones will be confiscated and returned to students the following Monday (and therefore kept in school over the weekend); students will also be placed in the Reflection Centre on this second occasion. Students will be provided with a non-internet-enabled phone with credit so that they are able to contact parents in an emergency and for safeguarding reasons. This practice is in line with safeguarding principles and Department for Education guidance.
15.5 Where there are more serious concerns, the Headteacher, and/or other member of staff authorised by the Headteacher (usually in twos), may follow the guidance below from the DfE: https://www.gov.uk/government/publications/searching-screening-and-confiscation
15.6 Where an authorised member of staff is conducting a lawful search for a prohibited or school-banned item, a hand-held metal detector may be used to assist that search.. The use of a metal detector does not extend the school's legal search powers or replace the safeguards set out in this policy. The reason for its use and the outcome of the search will be recorded.

16.Malicious or unfounded allegations against staff

The Becket School will investigate allegations about staff misconduct and allegations that staff actions have compromised the safeguarding of students (see safeguarding policy). If these allegations are proven to be unfounded or malicious, then the school will take disciplinary action against those students involved in making the allegation. This may include fixed-term suspension, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and the reputation of the school.

17.The Damascus Centre

17.1 The Damascus Centre is an inclusion provision which takes its name from the biblical story about the road to Damascus. It describes the conversion of Saul to the apostle Paul; a man who originally opposed the name of Jesus of Nazareth who then went to tell the world of the wonderful riches in Christ. The Damascus Centre is a provision for students who require support socially, emotionally and behaviourally.

17.2 Where the school feels a student will benefit from this provision, contact will be made home and consent gained for one-to-one or group mentoring.

18. Anti-bullying policy and prejudicial abuse

The school has a clear policy and practice in relation to bullying, child-on-child and prejudicial abuse (e.g. homophobic incidents, racist incidents) which are set out in the school's Anti-Bullying Policy and Safeguarding Policy.

Links to other school policies

- Attendance policy
- SEND policy
- Safeguarding policy
- Anti-bullying policy
- Physical Intervention policy
- The Becket Way Promoting Positive Behaviour Guide
- The Becket Way Student Booklet
- GDPR policy.