



In Novitate Vitae – In Newness of Life

"I have come so that you may have life and have it to the full" (John 10:10)

The St Bede's Way



The St Bede's Way

“Work Hard. Be Kind. Do The Right Thing”

St Bede's Catholic College

St Bede's Catholic College has committed itself to the principles of Catholic education and academic excellence, as envisioned by our namesake, St Bede. Our core mission is to ensure that each child is challenged and given every opportunity to flourish and grow spiritually, academically and socially within a Christian environment, founded on the Gospel of Jesus Christ and the teachings of the Catholic Church. Everything we do has its foundation in love and we want to encourage all in our community to partner with God so as to walk in newness of life.

The St Bede's Way

The St Bede's Way is a practical guide to the culture at St Bede's. It is the way we aspire to do things, the expectations we have of each other and the support we provide to help us all succeed. It is the aim of all our community, both adults and students.

Jesus outlined Gospel Values during the Sermon on the Mount (Matthew 5:3-12) where he gave several blessings, each beginning with the phrase, “Blessed are (e.g. the pure in heart)...”. He was referring to the values and qualities required to enter heaven. According to the sermon, the following character qualities and values help individuals to live fulfilled and happy lives:

- Integrity
- Compassion
- Gentleness
- Justice
- Forgiveness
- Peacemaker
- Service
- Courage

St Bede's summarises these further into one simple message: **Work Hard. Be Kind. Do The Right Thing.**

Work Hard.	Be Kind.	Do The Right Thing.
Service Courage	Compassionate Peacemaker Gentle	Integrity Justice Forgiveness

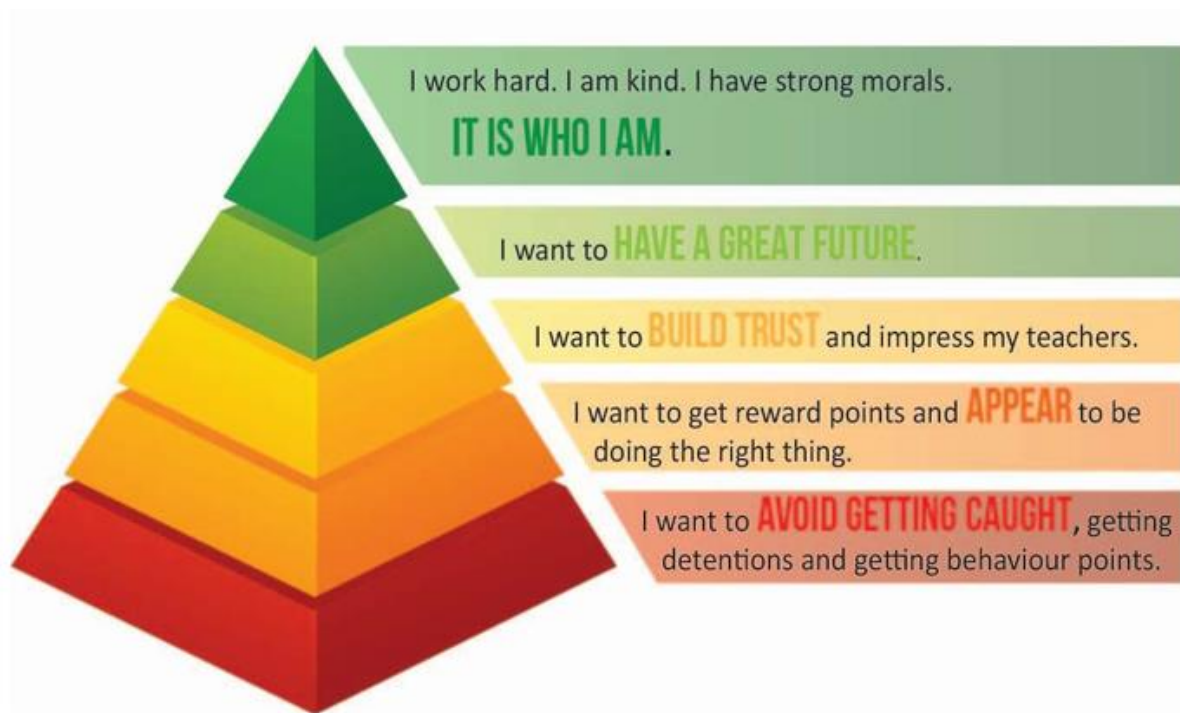
The Purpose of Education

The purpose of our college is to educate, preparing students for the future. The purpose of Catholic education is to develop students spiritually, academically and socially and to grow in the love and knowledge of Jesus Christ. We believe that all students can live up to the challenge that Jesus has set for us and maintain the successful legacy of the college. We will enable this through a mixture of support and challenge. A fundamental part of the job of members of staff is to teach the benefits of these values and help students to put these behaviours for excellence into practice.

Behaviours for Excellence: top of the pyramid

"Habits become your character, your character becomes your destiny."

– Lao Tzu



Key terms

- **Discipline:** guiding people to be in control of themselves through rules.
- **Habits:** a routine of behaviour that is regularly repeated.
- **Character:** the qualities of a person that make them who they are.
- **Trust:** believing in the reliability and truth of someone.

Discipline comes from the word disciple, which means learning how to follow rules and norms. Jesus taught the disciples how to follow God's plan and at St Bede's we use **discipline** to help you to be the best disciple and the best version of yourself. **Discipline** allows you to **Work Hard. Be Kind. Do The Right Thing.** In one experiment, three-year old children were offered a choice between one small reward (a marshmallow) or two small rewards if they could wait 15 minutes during which the adult left the room. The child who could control themselves and their temptation for the immediate reward tended to be more successful people (education, jobs, health) later in life.

It is not just the teacher's job to teach you their subject; it is also their job to teach you and help you to be **disciplined**. They can help to do this by instilling good **habits**, challenging behaviour which won't make you successful, and rewarding behaviour which will. Teachers will remind you when your behaviour is not in line with 'The St Bede's Way' and any rewards or consequences you receive are to help you learn an important life lesson and to help you succeed. Rewards will signal to you that the community and society values responsibility, hard work and kindness. Consequences are reminders to improve in these areas.

We do not just want you to behave according to 'The St Bede's Way' in order to gain rewards or avoid detentions, we want you to do it because we genuinely believe that it is the way that enables you to be the most successful person. The St Bede's pyramid is there to remind you of the best reasons to do this; we want you to always aim to be at the top of the pyramid and to be an attentive, hard-working, respectful and kind person because it is *who you are* - it is your **habit** and your **character**.

Working towards the top of the pyramid means building **trust**. For you to work well with the teachers, they need to **trust** you. **Trust** is like a bucket: easy to spill but harder to fill. Do everything you can to fill your bucket; when something goes wrong, take responsibility for your actions.

Behaviours for Excellence at St Bede's

We aspire for our students to **Word Hard. Be Kind. Do The Right Thing** because it is who they are, not because they are avoiding consequences or chasing rewards. However, in order to protect the community, challenge them to be the best they can be and encourage successful habits, we will operate a system of rewards and consequences.

The consequence and reward systems can be found at the end of this document, following some of the details of these behaviours.

Behaviours for Excellence: Prepared to Learn

“Not a minute wasted. Every second counts.”

Key Terms

- **Routines:** A usual or fixed way of doing things.
- **Clarity:** When something is clear and easy to understand.
- **Attention:** Taking notice of someone/something.

Why do we need routines?

The average student at St Bede's can have between 12-20 teachers in any one year. It is very difficult to remember the demands of all of these different teachers in all of the different classrooms. 'The St Bede's Way' **routines** make it easier and simpler for all students and staff at the school. Without **clarity**, it is difficult to know whether we are doing the right thing. **Routines** help everyone to know that they are doing the right thing and for good reasons.

For example, at other schools, it can take up to 5 minutes for students to enter the classroom and to be ready to learn. At St Bede's, our aim is to be ready within 30 seconds of entering the classroom. If we can save even 2 minutes per lesson by practising strong **routines**, we can save 10 minutes per day. That means 50 minutes per week. In a term, that equates to around 10 lessons saved. In a whole year that is equivalent to 30 whole lessons. In your time at St Bede's that adds up to a staggering 150 lessons. The amount of knowledge, skills and practice that can be achieved in 150 whole lessons can help you to be the best artist, historian, athlete, writer, musician, mathematician you can possibly be.

Similarly, if it takes students 5 minutes to pack away at the end of the lesson we lose more learning time. If a teacher has to keep asking the classroom for their **attention**, we keep losing vital seconds. Your teacher is the expert in the room so taking notice of that person and what they are saying is one of the most important things for you to do in school. There are some simple **routines** we can learn to ensure that this happens.

If all students cooperate, everyone wins, everyone learns, everyone has a productive time, lessons become great places to learn, and we can exceed everyone's expectations of what is possible. We can **Work Hard**. The only way we can do that is by everyone working together, and that means following the rules and **routines** in place to optimise our opportunities. St Bede's and all your teachers care for you; they want to make sure everyone is safe, secure and can learn in peace. They will ensure that no one disturbs that contract of working together.



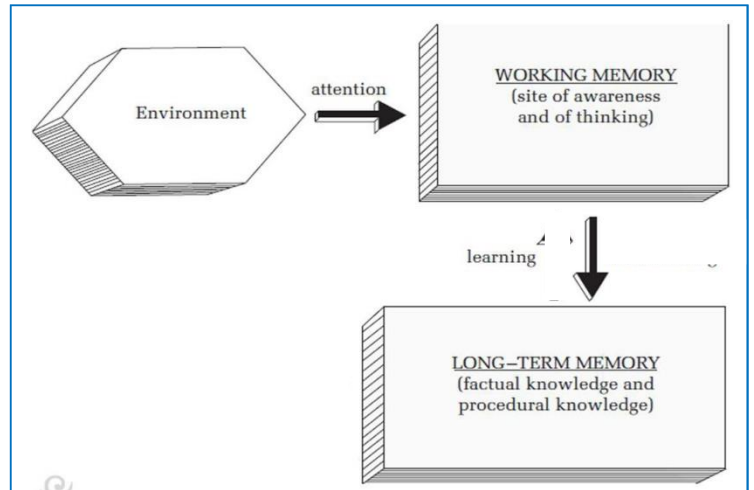
What are 'The St Bede's Way' routines I need to practise?

1. Entering the classroom (under 30 seconds)

- Wait quietly for the teacher to call you into the classroom.
- Greet your teacher (it is a positive way to start the lesson).
- Go straight to your desk, sit down and get out the books/equipment you need and place them on the desk.
- Put your bag underneath the desk.
- Begin the "do now" activity immediately.

2. Paying attention

- A teacher may say "I need you to pay **attention**". At St Bede's, this means:
 - Sit up
 - Listen
 - Ask and answer questions
 - Respect the speaker
 - Track the speaker (student or teacher).



3. Working environment

- The science of memory would suggest that in *most* cases, you are more likely to learn if the class is quiet rather than noisy.
- Why? Your 'working memory' is a very limited space where you do your thinking. It is very easily overwhelmed because it can only deal with a small amount of information at a time. That information includes things you can hear in the classroom (e.g. conversations) and the information you are working on learning in that lesson. The science of memory tells us if your working memory is overloaded, you are very unlikely to place that information in your long term memory.... so you won't actually learn it.
- So if your teacher asks you to be silent because the work you are doing is challenging, you must respect your classmates by not talking or distracting others.
- It is up to your teacher when silence is needed.
- If you need to ask a question or need support, put your hand up.

4. Classroom exit routine

- Your teacher will ask you to pack away.
- Stay in your place.
- Put your things into your bag as quickly as possible.
- Stand up quietly behind your chair until dismissed (by row or table) by your teacher.
- Go immediately to your next lesson using the quickest route. Do not stop to chat or wait for other people

Behaviours for Excellence: Stoicism

“Self-control is strength.”

“Do not complain; think your way through difficulties.”

Key terms

- **Stoicism:** The philosophy of overcoming destructive emotions and keeping self-control.
- **Control:** The power to influence something.
- **Resilience:** The capacity to recover quickly from difficulties.

What is stoicism?

Stoicism was created over two thousand years ago by Ancient Greeks and Romans. It is designed to help people live their best possible lives and looks at the following questions.

What is the best way to live life?

How can we deal with difficult situations we face?

What does it take to improve our minds?

We can use the advice of ‘**stoics**’ in school in order to **Be Kind. Do The Right Thing.**



What you can and cannot control

Epictetus was a former slave and influential ‘**stoic**’. He wrote this well-known prayer:

“God grant me the Serenity to accept the things I cannot change, Courage to change the things I can, and Wisdom to know the difference.”

So what does that mean? Epictetus suggests that we should accept that we don’t have **control** over everything that happens in life. He suggests that worrying about things outside of our **control** is unproductive.

Instead, **stoics** suggest that our energy is better spent thinking of things we can control (such as our opinions, reactions, our mind) and looking for creative solutions.

He said that “No one can frustrate you without your cooperation. So when we are frustrated or angry, never hold anyone except ourselves responsible.”

Difficulties provide an opportunity for practice

Stoics take a very different view of difficulties and misfortune than most people. They expect problems and use them as opportunities to practise their **stoical** skills of **self-control**.



Epictetus suggests: *“Difficulties show a person’s character. So when trouble comes, think of it as training, strengthening, toughening. When a challenge confronts you, remember you are being matched with a stronger sparring partner, as would a physical trainer. A boxer derives the greatest advantage from his sparring partner, training his patience and even temper.”*

Seneca, another influential **stoic**, advises: *“Think your way through difficulties:”*

How we think about difficulties is important

Marcus Aurelius was a Roman emperor who wrote a lot about **stoicism**. He argued that thinking, emotions and behaviour all interact. So, people who face the same difficulty may *think* about it differently which means they experience different *emotions* and *behaviour*. Aurelius therefore believes we need to try to *think* about our difficulties differently. Similarly, stoics believe we need to constantly remind ourselves of the good things in our lives in order to keep perspective.

Paul’s letters also feature “hardship catalogues”. Like the **Stoics**, Paul believed that enduring hardships leads to growth in character: he writes, “We rejoice in our sufferings, knowing that suffering produces endurance, and endurance produces character”.

To become more **resilient**, try to be aware of your thoughts, maintain perspective and choose your response.

Are emotions bad?

Emotions are not bad! Feeling frustrated, fearful, angry, jealous, bitter and anxious are all very normal and healthy feelings. In fact, evolution has shaped us to have these feelings because they helped our ancestors to survive (known as the ‘fight or flight’ response). **Stoics** are simply suggesting that we practise not letting these emotions control us and our behaviour; that we use our thinking to keep them in check so that we are not bound by our emotions.

How can you practise stoicism in school?

1. When you've been challenged by a teacher... stay stoical!

Sometimes, students feel upset or resentful about being challenged or being given a detention. Stay calm, stay **stoical**, keep your perspective, consider what went wrong, keep your **self-control**. Do not grumble. Work out what you can **control** and how you can build trust in the future; what can you do differently next time? Staff respect you and care about you and your future so even in times of difficulty treat them with respect.

2. When you think your teacher has been unfair... stay stoical!

Stay calm, stay **stoical**, keep your perspective, keep your **self-control**. Do not grumble. Find your teacher later and explain why you think it is unfair. **Control** your voice so that you do this in a calm and civil way. As Seneca suggests, "*Think your way through difficulties.*"

3. In arguments... stay stoical!

When you get into disagreements with your friends, **stoicism** can help to remind you to practise keeping a calm mind, ignoring gossip, rumours and insults.

4. At sport/competitions... stay stoical!

Sport is competitive by nature, it is a time when tempers can run high. **Stoicism** reminds students not to over celebrate and jeer at others when scoring a goal and not to despair or blame others (the ref, team-mates) when losing. Remember what *is* in your **control**, and what *isn't* in your **control**.

5. When something goes wrong or we're struggling... stay stoical!

Sometimes we will come across situations that are hard or difficult. It might be a particular subject, exam or lesson. Sometimes it might go wrong. Try to stay **stoical** and keep your control. Think your way through that difficulty. What could you do differently next time? What help could you get? How could you prepare differently? How can this experience help to train your **resilience**? Remember: asking for help is not a sign of weakness.

Behaviours for Excellence: Calm, safe and respectful at St Bede's

“Be calm, be safe, be respectful – comfortable for everyone.”

Key terms

- **Calm:** Peaceful, quiet and without worry.
- **Safe:** Protected from danger or risk.
- **Respect:** Showing regard for the feelings, wishes and rights of others.

Why is it important for the school to be calm, safe and respectful?

Outside of lessons and classrooms, you are at your most unsupervised. This can include before school, in between lessons, break times and after school; this is when you are trusted the most and where there is the most potential to feel unsafe. We must all work together to make sure our community is **calm, safe and respectful**. We must **Be Kind. Do The Right Thing**. We must make sure that our community is not boisterous and chaotic in these spaces so that everyone feels comfortable. At St Bede's, we trust you to have **calm** and polite conversations with each other. However, we will protect the atmosphere in the school by challenging you if your behaviour contributes to a loud, boisterous, **unsafe** or impolite atmosphere. Students deserve to be able to walk around the school without the fear of being pushed/jostled, hearing shouting or unkind comments.



Manners

Just as important are manners – treating others with consideration, respect and politeness. Manners are also good habits to learn and our role as educators is to encourage habits which are also more likely to make you a successful person. A community full of people who have good manners is a better community for everyone.

How can you be calm, safe and respectful in the corridors?

- Use the corridors to get from one place to the next as quickly as possible without running; the only time you should stand still is when you have arrived at your next lesson.
- Have quiet and calm conversations. Never shout, sing or make silly noises.
- Do not push others.
- Drinks bottles should be kept in bags.
- Help others by opening doors for them.

How can you be calm, safe and respectful in the Blue Area and lunch hall?

- Say please and a genuine thank you to the canteen staff.
- Queue properly. Never use your age, status or body to push in.
- Make sure that you are sitting down to eat.
- Have quiet and **calm** conversations. Never shout, sing or make silly noises.
- Do not push others.
- Be accountable for your own litter and those in your friendship group. Make sure you clear it away. Clear up because it is who you are, not because you don't want a detention.

How can you be calm, safe and respectful outside?

- Have quiet and **calm** conversations. Never shout, sing or make silly noises in groups.
- Do not push others.
- Be accountable for your own litter and those in your friendship group. Make sure you clear it away. Clear up because it is who you are, not because you don't want a detention.
- Do not play ball games apart from on the tennis courts, basketball courts or field (when open).

Behaviours for Excellence: Collective Responsibility

“Do what is right, not what is easy.” – Roy T. Bennett

Key terms

- **Conformity:** Behaving in a way that others do.
- **Deindividuation:** Feeling less responsible for your actions in a group. Losing your sense of self.
- **Responsibility:** Accountability for our own behaviour.

What is conformity?

As humans we all feel the need to **conform** and to be liked. This is why we change our beliefs or behaviour in order to fit in with a group. We may feel pressure to fit in with a particular group through persuasion, teasing, name-calling or criticism.

Conformity can be positive. For example, most people in society conform to behaviours such as good manners (e.g. please, thank you), queuing, being on time and working hard.

Conformity can also be negative. This is when we behave in ways which are wrong or say things that we don't mean because we want to be liked by a particular group. Sometimes, we might even convince ourselves that it is the *right* thing to do.

So it is very important that we consider the groups we choose to belong to. How do we **conform** to those groups? Are they making you a better or more successful person? Is it helping us to **Work Hard. Be Kind. Do The Right Thing?**

It is easier to resist conformity when we feel confident in ourselves, feel **responsible** for our own behaviour and have other people around us who also support our view.

Even when we're in a group, we are fully **responsible** and accountable for our own behaviour and choices.

How do we behave in groups? What is deindividuation?

In the 1950s, psychologists noticed that peoples' behaviour in large groups and crowds could be very aggressive and antisocial. They called this '**deindividuation**' meaning that when an individual becomes part of a large group, they feel like they cannot be identified and do not behave in line with their own morals and beliefs. This has been used to explain why riots start or when there is sometimes aggression at sporting events.

Deindividuation can also be seen on social media because it is not face-to-face. Researchers have found that communication is more aggressive on social media.

Remember, even when we're in a group and we feel less responsible for our actions... we *are* **always responsible** and accountable for our actions and choices.



The St Bede's Way for collective responsibility

- You are always responsible and accountable for your actions.
- Act in line with your own morals, values and beliefs- not other peoples.
- Choose your friends carefully.
- Don't say something unkind, impolite and disrespectful to someone because you think that will make you more popular.
- Never run towards an argument or fight or do anything to encourage it.
- Do not do or say anything on social media that you wouldn't say in person.

The St Bede's Way: Rewards

"Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, your love, faith and purity" – 1 Timothy 4:12

Students will collect house points when they display behaviours for excellence. Going "over and above" in the pursuit of **Word Hard. Be Kind. Do The Right Thing** will be rewarded. These points will go towards the House Cup as well as the student's personal record.

Rewards, such as those below, will be earned every half-term when the following thresholds are reached:

50 points

KS3 Bronze Award

KS4 Bronze Award and queue jump Friday

100 points

KS3 Silver Award

KS4 Silver Award, Head of House letter home and year group prize of film and pizza

200 points

KS3 Gold Award and Head of House letter home

KS4 Gold award, Senior Leader letter home and year group prize of breakfast with the Principal

300 points

KS3 Platinum Award and senior leader letter home

KS4 Platinum Award and Principal letter home

The St Bede's Way: Consequences

We expect students to work hard to display behaviours for excellence at all times, but we understand there may be times when they fall short. In order to protect the community, challenge them to be the best they can be and encourage successful habits, we will operate a system of consequences. Once a consequence is completed, any behaviours are forgiven and we return to lessons with a clean slate.

Classroom Behaviour

- 1. Reminder** – e.g. "I am reminding you that I have asked for silent work and you have continued to talk – if you choose to continue you will be choosing a lunchtime detention."
For low-level issues such as:
 - Calling out
 - Lack of effort
 - Lack of equipment
 - Silly behaviour
- 2. Consequence** – e.g. "Despite my earlier reminder, you have chosen again not to follow my instructions – you will now have a detention with me". Negative behaviour point. Class teacher detention (5 minutes at break or lunch) – also to be used for students that are more than 5 minutes late to lesson.
- 3. Persistence after sanction given** – e.g. "Despite being given a detention, you have chosen again not to follow my instructions – you will now have to move to Mrs ?'s room". Move to safe room (20 minute whole-school detention) - also to be used for students that fail to attend teacher detention. Teacher will attend this whole-school detention to complete a restorative conversation.
- 4. Calling Card** – to be used for a refusal to comply with the move to Mrs X's room or a high tariff incident (e.g. fighting). The student will remain with a member of SLT for the remainder of the lesson. They will then judge whether the student is ready to return to lessons.

Some time in the inclusion room may also be needed.

Outside of lessons

All staff will challenge:

- Inappropriate behaviour
- Lateness
- Uniform
- Mobile phones
- Littering

Refusal to comply or rudeness will result in a lunchtime detention.

Lunchtime detentions will run every day in D17: KS3 12.25 – 12.45 and KS4 12.45 – 13.05

Members of staff will speak to the student to whom they have issued the detention for a restorative conversation before next lesson.

The inclusion room (D20) will be used for the following issues:

- non-attendance at lunchtime detentions
- accumulation of high numbers of negative behaviour points
- high tariff incident (e.g. fighting)
- refusing to attend a safe room

Three afternoon inclusions for not attending lunch detentions, in any six-week period, will result in a further day in Inclusion.

Continued defiance in this respect may result in suspension from college.

Students that find meeting the expectations difficult will always be offered support. This will come in different forms depending on the individual, but will include things such as:

- report card
- guidance from pupil support
- mentoring from tutor
- mentoring from Head of House/Year
- mentoring from senior leader
- meeting with student, college and family

Report card thresholds are below **for guidance**:

Faculty report (to last two weeks)

5 or more negative behavior points in one faculty in any four week period, with little elsewhere

Tutor report (to last two weeks)

10 or more negative behavior points in any four week period

Head of House/Year report (to last two weeks)

20 or more negative behavior points in any six week period

Or

Insufficient progress on Tutor report

Senior leader report (to last two weeks)

30 or more negative behavior points in any eight week period

Or

Insufficient progress on Head of House/Year report

Heads of House and Heads of Year will manage the report systems for their students.