

Behaviour Management Policy

Bredon School is owned and operated by Cavendish Education, the Proprietary Body also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of Bredon Policies that, taken together, are designed to form a comprehensive, formal Statement of Bredon's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture; in particular it should be read in conjunction with the **Equality Policy**, the **Health and Safety Policy** and the **Safeguarding and Child Protection Policy**.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values:

'To be a small, family school that genuinely focuses on the individual; ensuring each pupil reaches his or her personal potential and destination by way of a rich and diverse journey based on breadth of opportunity, support and continuously striving towards excellence.'

In all Bredon Policies, unless the specific context requires otherwise, the word "parent" imports the meaning parent, guardian, carer or any person in whom is vested the legal duties and responsibilities of a child's primary caregiver.

Bredon employs the services of the following consulting companies to ensure compliance is met and the best practice is implemented:

Independent School Standards Regulatory Requirements Part 3 Regulation 9 and 16 (September 2017)
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- Peninsula HR Online
- Peninsula Business Safe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Bredon School makes reasonable adjustments in the application of this policy, to ensure that pupils with additional needs are not penalised. Where a reasonable adjustment is required, it would be discussed and agreed with pupil and parents or guardians and all staff instructed to make the agreed adjustments when applying the behaviour policy.

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The Behaviour Management Policy

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Aim: In accordance with the schools aim to safeguard and promote the welfare of each pupil the school ensures that good behaviour amongst pupils is promoted but that the sanctions that can be adopted in the event of pupil misbehaviour can be effectively implemented.

The policy is applicable to all pupils in the school.

This policy is to be read in conjunction with the Countering Bullying and Cyber Bullying Policies, and all members of the school community are made aware of the close relationship between the policies.

See the Appendices below for the procedures for dealing with behavioural and serious behavioural incidents:

- Appendix A: Bredon School rules
- Appendix B: Bredon School Ladder of Consequences
- Appendix C: Serious Behavioural Incident Procedure
- Appendix D: Uniform Standards years 3 to 11
- Appendix E: Physical Intervention report

All staff are responsible for implementing the policy along with the following:

Staff responsible: Deputy Head Pastoral (school day)

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Key stages Pastoral leaders (school day)
Head of Junior School (school day)
Head of Boarding (evening and weekends)

Introduction

The school strives to meet the educational needs of each pupil and, while encouraging a high but realistic level of expectation, tries to ensure each pupil achieves his or her true potential. School life is built on a firm foundation of values, high standards of behaviour, encouragement of hard work, self-discipline and consideration for others.

While supporting young people through their educational journey, the school offers them a wide range of opportunities, aiming to equip them with the knowledge and skills needed for life. This not only involves making them proficient in literacy and numeracy, but also embracing the all-important values and principles as stated in the school ethos and with a belief in fundamental British values. We aim to present a balanced view of the modern world to our pupils with an appreciation of the inter-dependence of its peoples. We strive to develop respect for all, based on moral values, tolerance toward others and an appreciation of diversity.

Standards of behaviour at our school are clearly stated and good behaviour is encouraged by appropriate systems of reward and where required sanctions. We aim to foster an environment where pupils can be positive about their learning and all other members of the school community.

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In accordance with the school's principle to ensure everyone is treated as an individual and with respect by other members of the community, the school does not tolerate bullying in any form. Personal tutors, the Deputy Head Pastoral, Key Stage Pastoral leaders and the Head of Boarding are tasked to manage this negative behaviour in which ever form it arises. Pupils are reminded regularly (in assembly and by Personal Tutors/Houseparents) that they must inform staff, parents or guardians if they have concerns. This message is reinforced through lessons and the information on countering bullying noticeboards. These have details of important telephone numbers of the Independent Listener, Childline etc. and also key members of staff who would help if bullying was to occur.

As a school that values both the individual and collective identity of our pupils, we accept that behavioural issues need to be dealt with on an individual basis recognising the SEN Equality Act 2010, with full liaison with parents and supporting the individual pupils involved. We also need to ensure that sanctions are applied fairly and consistently, they are done in a timely manner and are relevant and proportionate to the behaviour.

Our sanctions and response to poor behaviour are stated in our Ladder of Consequences, *Appendix B*. Corporal punishment is never used or threatened to be used at Bredon School.

As a school we have taken a considered decision not to use formal training for the positive handling or physical intervention of pupils. This happens very rarely and if a pupil were

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in need of regular physical intervention, Bredon School would not be able to meet those needs. All staff are trained in de-escalation and other strategies for behaviour management.

Key points in relation to behaviour and its management are:

- Behaviour is learnt and **can** be changed.
- The roots of behaviour result from interaction between the individual and the various contexts in which they have found themselves during the course of his/her life.
- Both the family and school environments are key contexts and the School aims to promote a triangular relationship between pupil, parent/guardian and school staff. This relationship assists in the understanding of behaviour and is thus crucial in the management of behaviour.
- Effective behaviour management can only be achieved if all members of the school community participate actively in the pursuit of improved behaviour which is based upon consistency and uniformity of approach, together with a just response for all pupils.
- A whole school behaviour for learning, classroom management system has been introduced into all classrooms; this ensures staff offer a consistent approach to classroom behaviour and its management. Pupils also know that sanctions for poor behaviour are consistent throughout the school.

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It is vital that all staff act in a professional manner and adhere to the Staff Code of Conduct, to present themselves to the pupils and each other as positive role models at all times on and off site.

Bredon School strives to reinforce positive behaviour and the following are stated ways in which we aim to do this:

- The principle of recognition from the outset that each member of the school is an individual who requires specific support for his or her particular needs and should be respected for his or her strengths, weaknesses and differences.
- The school's pastoral system, this and other related policies, are written to help Bredon continue to be a 'family' school with a clear ethos.
- The role of the Personal Tutor and the Houseparent and supporting house staff and the strength of their relationships are key for day and boarding pupils.
- The quality of teaching and subsequent learning in the classroom and effective classroom management have a crucial role in ensuring a positive and productive environment.
- Liaison between all pastoral care elements and SEN is important to ensure that the 'whole' child may receive appropriate individualised provision.
- To provide a relevant curriculum that is both broad and accessible to all.

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As stated, the curriculum and quality of teaching are fundamental in establishing good behaviour. The aim for both staff and pupils is to work hard and effectively, backed by regular monitoring and feedback regarding progress and achievement.

- To provide a wide range of extra-curricular activities that are accessible to all, together with community links and endeavour, e.g. the Duke of Edinburgh Award Scheme.
- To ensure an equality of opportunity that is socially inclusive in emphasis and rules out as totally unacceptable all forms of bullying including cyber-bullying or harassment of any kind.
- To provide a programme of citizenship, including careers education and other life skills.
- To provide effective support systems pastorally, including the use of appropriate outside agencies, accessible to all, particularly to those whose behaviour presents challenges.
- To ensure regular monitoring of school attendance and other related issues.
- To encourage pride in the school, the uniform and competitive house system; to both contribute to pupils' sense of 'belonging' and experience of 'community'.
- To understand that all staff have a role influencing good behaviour both inside and outside of school.

Rewards Policy

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Use of positive encouragement and structured reward systems which recognise effort and achievement help to raise self-esteem and celebrate success. These include:

- Everyday individual praise and encouragement
- Specific praise/recognition in tutor group/House meetings and boarding
- The House Point System
- Awards Celebrations/Presentations – especially in the weekly “celebration” school assembly
- display of work/celebration of work
- progress files
- To encourage roles of responsibility, including the prefect system and food and boarding committees / School Council Membership
- To recognise achievement through school newsletters, the school website alongside any other media opportunities

House Points

House Points are given for exceptional effort as a good way of being positive and encouraging pupils in every area of school life, in and out of the classroom. They can be awarded by teachers and pastoral staff.

House Point Certificates

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Certificates are awarded and given out in school assemblies as follows:

- 50 House Points = Bronze certificate
- 100 House Points = Silver certificate
- 150 House Points = Gold certificate
- 200 House Points = Platinum certificate

At this last stage, a letter of commendation is sent home to mark the event.

Personal tutors keep a record of House Points for each member of their group.

House Points are balanced by “careless marks” in the following way.

- House Points are handed to Personal tutor by the pupil.
- Careless marks are collected by the Personal Tutor.
- All House Points collected go towards the House total.
- However, one careless mark negates one House Point in terms of the individual pupil’s total calculated for personal House Points Certificates.

Team Colours are awarded to pupils in the Senior School who complete 75% or more of the fixtures held in that particular sport, during the current academic year. A tie is presented to the recipient.

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School Colours are awarded to pupils in the Senior School for outstanding contributions to a particular sport, during the current academic year. Outstanding contribution can range from County Representation to contributions over and above the norm. The awarding of School Colours entitles the individual to attend the Colours Dinner held towards the end of the academic year in which the award was made. Team and School Colours are awarded by the members of staff in charge of that particular discipline.

Headmaster's Special Commendations

Headmaster's Special Commendations and Commendations are awarded at the end of the Summer Term.

THE GOLD BADGE

This is awarded to pupils whose application to their studies and contribution to the community life of the school has been of a consistently high standard.

THE SILVER BADGE

This is awarded pupils whose application to studies and to the community life of the school warrants recognition.

Other Awards

HOUSE AWARDS (Thomas, Sharp, Jarrett) - Shield in House colours. These are awarded to pupils who have made an exceptional contribution to House activities. These

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awards are made at the end of each academic year. There are no more than four awards for each House for each of Lower and Upper School.

Recognition by staff

Staff encourage pupils to present examples of good work to Heads of Department or other senior staff for praise. Telephone calls and e-mails home are also used to alert parents/guardians to good works and deeds.

A number of these awards are included in regular Headteacher's newsletters.

Sanctions

This is an important part of the School's Behaviour Policy. This policy is both independent of and interdependent with the school's **Countering Bullying Policy**.

Effective communication is maintained and issues dealt with consistently and effectively. An important tool in this is the regular use of the Pastoral Incident or Occurrence Form.

The school ensures that a record is kept of the major sanctions imposed.

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Pastoral Concern or Incident Form

Incident forms are an important part of the communication system that underpins the behavioural policy. It is important that these are filled in so that we are able to build up a pattern of any individual child's behavior and have a record.

Issues are dealt with by the individual teacher or member of staff present or referred by way of an Incident Form to the Key stage pastoral leaders. If necessary an incident can be escalated to the Deputy Head Pastoral.

Academic issues will be reported to the appropriate Head of Department. Outside of the school day, incidents are reported to the Head of Boarding. It is important that class teachers first attempt to solve problems within their own classroom situation and house staff on the landings. Whichever is the case, the Incident Form ends up, completed, with the Deputy Head Pastoral or Head of Boarding who ensures it is communicated to all relevant parties (tutor, mentor, houseparent, parent, guardian, pupil file etc.) and added to the school's behaviour database.

General Notes

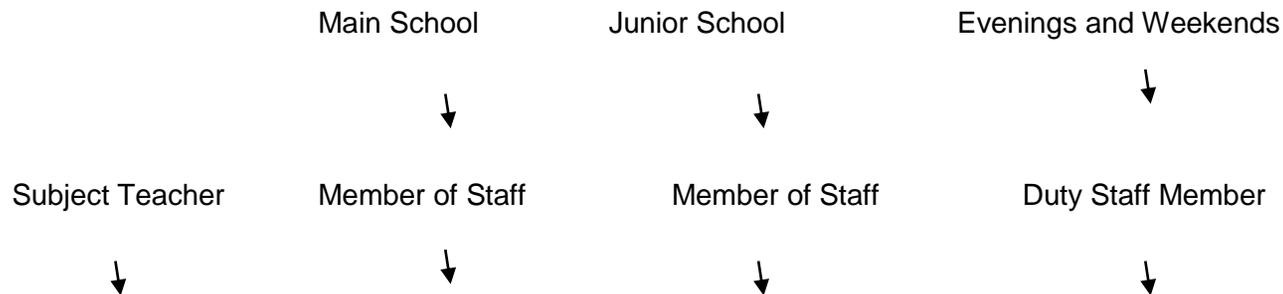
Procedural fairness must be pursued at all times. Interview notes during the administration of sanctions must be properly recorded. This usually includes a written

statement by the pupil(s) that is signed and dated (though SEN pupils may have them scribed and then they sign and date them).

Major sanctions are acknowledged by a formal letter home.
All are recorded in the Headteacher's Sanctions book and records kept on the pupils file.

Academic issues

Non-academic issues

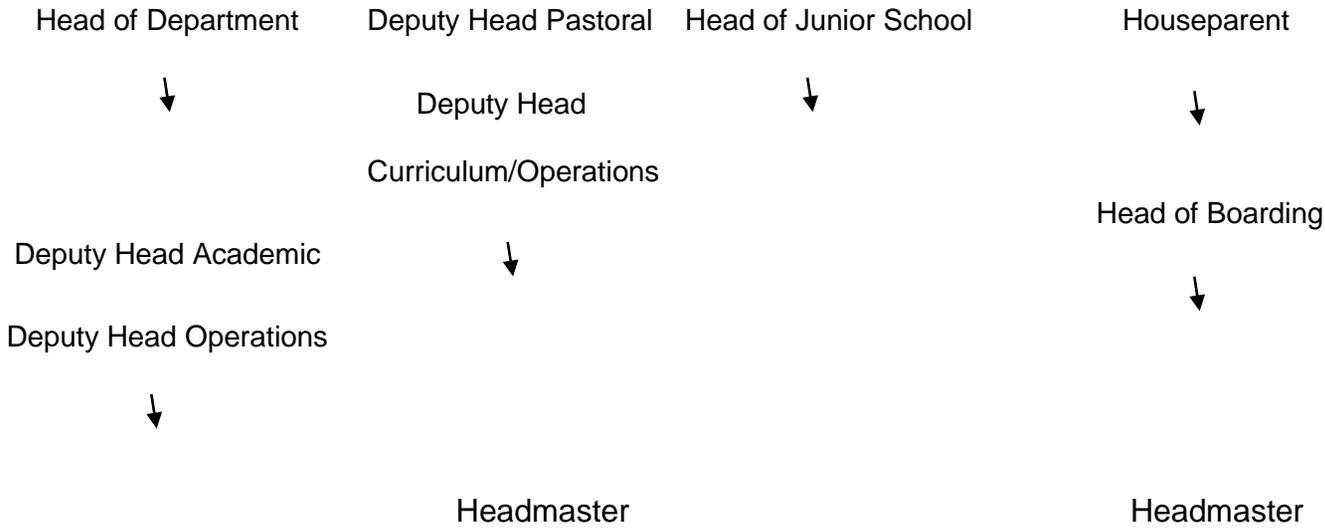


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The Senior and Junior Schools' sanctions arrangements are fully integrated and are

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interpreted and implemented in an age-appropriate manner.

Sanctions Book

The Sanctions Book is held and maintained by the Deputy Head Pastoral for the Headmaster as a record of the sanctions imposed upon pupils for serious misbehavior such as fixed term and permanent exclusions.

Precluded Sanctions

The following are not permitted as forms of sanction under any circumstances:

- any form of corporal punishment or the threat of corporal punishment
- punishment involving extreme or prolonged isolation or locking in a room or building
- punishment that may be perceived as degrading or humiliating
- punishment involving any physical discomfort or pain
- withholding of medical or dental treatment
- deprivation of sleep
- prevention of access to phone or letter to parents or appropriate helpline or listener
- requirement to wear distinctive clothing or nightclothes
- deprivation of food or drink

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- enforced eating or drinking

No pupil is permitted to punish another pupil in Bredon School.

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Physical Intervention as Behaviour Management

Aim: To define the procedures for using force to control or restrain pupils. This policy applies to all pupils in the school.

Physical intervention is only used under extreme circumstances and even then only as a last resort after all other options have been attempted. Bredon School does not train staff in physical intervention.

Procedures: Bredon School does not condone the use or threat of physical restraint. However, schools are required to have a policy about the use of force to control or restrain pupils. All members of staff who may have to intervene physically with pupils must clearly understand the options and strategies open to them. They must know what is acceptable and what is not. This document sets out the policy and procedures to be followed in the case of the use of physical force.

Section 550A of the Education Act 2011 allows teachers, and other persons who are authorised by the Headteacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- injuring themselves or others

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- causing significant damage to property

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.

Staff will usually be aware if a pupil is likely to behave in a way that may require physical control or restraint; it is sensible to plan or risk-assess how to respond if the situation arises. Such planning needs to address:

- managing the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used)
- involving the parents to ensure that they are clear about what specific action the school might need to take
- ensuring that additional support can be summoned if appropriate
- in some cases, staff may also need to take medical advice about the safest way to hold pupils with specific health needs.

Reasonable Force

There is no legal definition of ‘reasonable force.’ So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may

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reasonably be used. It will always depend on all the circumstances of the case.

There are three relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it; the use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force; therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent; any force used should always be the minimum needed to achieve the desired result
- the age and size of the pupil warrants consideration; a Sixth Former and year 4 pupil would require different approaches

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding and gender of the pupil.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils
- blocking a pupil's path
- holding

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- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back or (in extreme circumstances)
- using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- using implements such as rulers, hockey sticks or softball bats

Staff should always avoid touching or holding a pupil in a way that might be considered inappropriate.

Where the risk is not so urgent the teacher should consider carefully whether, and if so

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when, physical intervention is right. Staff should always try to deal with a situation through other strategies before using force. All staff need developed strategies and techniques for dealing with difficult pupils and situations which they should use to defuse and calm a situation. In a non-urgent situation force should only be used when other methods have failed.

This consideration is particularly appropriate in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property. As the key issue is establishing good order, any action which could escalate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

Recording Incidents

It is important that a detailed report is raised at any time where physical intervention is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

The Headmaster and parents are informed as soon as possible but in any event within 24 hours of the incident.

The following information is required:

- the name of the child

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- the name of the staff member(s) who used physical intervention
- the date, time and place of the incident
- the circumstances of the incident and the factors leading up to the incident
- the nature of physical intervention used
- the names of any witnesses
- any injuries that may have occurred during the incident
- any further action taken and parents' signatures.

(See Appendix E for the Physical Intervention Report form)

This information is annotated in the Physical Intervention log which is kept with the Deputy Head Pastoral.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a personal copy of the report.

Complaints

See the Complaints Policy.

Physical Contact with Pupils in Other Circumstances

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There are occasions when physical contact with a pupil is proper or necessary. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or technology, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers must use their own professional judgement when they feel a pupil needs this kind of support.

There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background, or because they have been abused or they have sensory issues. It is important that all staff read files so that they are aware of such children. There must be a common approach where staff and pupils are of different sexes. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence, and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Illegal Substances

DRUGS

The school's policy is to provide an overall health education programme that makes children aware of the dangers of illegal drugs and legal 'highs' and teaches them how to say 'NO'. The depth of discussion undertaken and information available differs between different age groups.

The illegal substance programme is developed appropriate for the different age groups, and delivered in a variety of ways. The programme currently includes the use of:-

- PSHCE lessons, lectures and presentations
- academic subject lessons
- informal discussions with Personal Tutors and other staff

The programme includes:-

- information that:-
 - "soft drugs" and legal 'highs' can lead to "hard drugs"
 - illegal drug taking is often associated with dishonesty, stealing and violence, developing:-
 - an awareness of the physical dangers of illegal drugs
 - an awareness of the moral dangers of an illegal drug culture

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- a set of moral standards
- strategies for enabling pupils to cope with peer pressure and enabling them to say 'NO'.

Any pupil who is found to have procured, possessed, supplied or consumed an illegal drug or 'legal high' is liable to be permanently excluded from school

SMOKING VAPING

Bredon School is a non-smoking site. It is forbidden for pupils to smoke or vape in school or in the grounds or on the way to and from the school. No smoking materials are to be brought into the school; any found will be confiscated. Smoking is prohibited at any time on the school campus.

The school's policy is to offer an overall health education programme that makes children aware of the dangers of smoking and teaches them how to say no.

There has been wide publicity given to government statistics on the link between health issues and the high incidence of smoking amongst the young. The example of staff behaviour and a programme of education with the health education programme are perceived as important.

The programme differs for the different age groups and currently includes:-

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- PSHE
- academic subject lessons
- informal discussions with Form Tutors and other staff
- educational programmes delivered by the Medical Staff and GP

Whilst the precise details of an incident may influence the response, sanctions for smoking are applied as stated on the Bredon School Ladder of Consequences

ALCOHOL

Alcohol may not be brought into or consumed in school.

Any pupil who is found to be in possession of, supplied or consumed alcohol while under the authority of the school is liable to suspension from school.

Members of staff are advised not to place themselves in a position where it could be construed that they are condoning an illegal act. Nor should they open themselves to criticism if, as a consequence of drinking, the pupil(s) concerned injured themselves.

No member of staff should take a pupil into a public house or entertain a pupil in his/her own home without prior knowledge and agreement of the school management and the pupil's parents.

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A member of staff who finds him/herself in a public house where members of the School under age were illegally consuming alcohol is obliged to take appropriate action. If the pupil(s) concerned are in the company of their parents then it is appropriate to assume the parents are taking responsibility.

This policy applies to sporting and other tours/expeditions from school. It should be made clear to the tour party that no member of staff is able to condone the illegal consumption of alcohol by pupils.

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Whole School Classroom Behaviour Management

Five clear rules, together with sanctions are displayed in each classroom:-

- Rule 1 Arrive on time properly equipped
- Rule 2 Listen when the teacher is speaking
- Rule 3 Follow staff instructions first time
- Rule 4 Always work to the best of your ability
- Rule 5 Respect other people's feelings, belongings and equipment

Should students choose not to comply with the above rules, sanctions are implemented as follows:-

- Consequence 1 A verbal warning
- Consequence 2 A verbal warning and subject detention
- Consequence 3 Student to be sent to the Pastoral Office and subsequently issued a full lunchtime detention. An email to parents/guardians will be sent and a formal record made.
- Consequence 4 (for receiving Consequence 3 multiple of times) may mean internal exclusion/isolation for 1, 2 or 3 days or an external exclusion as agreed by the Deputy Head Pastoral or Headteacher.

THE DECISION TO EXCLUDE

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Introduction

A decision to exclude a pupil is taken only:

- a) in response to a serious breach or repeated breaches of the School's behaviour policy; and/or
- b) if allowing the pupil to remain in the school would significantly harm the education or welfare of the pupil or others in the school.

Only the Headmaster or a member of staff acting in their absence as their deputy can exclude a pupil.

Pupils may be excluded

- for one or more fixed periods
 - *sine die* pending some further investigation and/or decision
- or
- permanently.

A decision to exclude a pupil permanently is a serious one, and may characteristically be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

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The school is obliged to consider whether to inform the police where a criminal offence appears to have potentially taken place. Where appropriate, the school also considers whether to inform other agencies, e.g. Social Care etc.

Where a police investigation leading to possible criminal proceedings has been or may be initiated, the evidence available may be very limited. This does not itself preclude the Headmaster from making a judgement on whether to exclude the pupil.

Length and character of fixed period exclusions

The regulations allow the Headmaster to exclude a pupil permanently or for one or more fixed periods not exceeding 45 School days in any one School year. Individual exclusions are for the shortest time appropriate in the judgement of the Headteacher. After a 45 day exclusion, the school must either permanently exclude the pupil involved or readmit him/her.

In all cases of more than a day's exclusion, where practicable, work is set and marked. It is the parent's responsibility to ensure that work sent home is completed and returned to school. It is the pupil's responsibility to ensure that he/she takes home the textbooks and other materials necessary for work.

The Headmaster may, at his complete discretion, issue a "partial exclusion", for example by excluding a pupil from all regular aspects of school but allowing him/her to attend for

public examinations under regulated circumstances, or by making “internal exclusion” arrangements.

Behaviour outside School

Pupils’ behaviour outside school - on school business, school trips, “away” school sports fixtures, or work experience placements, for example - is subject to the school’s behaviour management policy. Inappropriate behaviour in these circumstances is dealt with as if it had taken place in school.

Pupils using school transport as a means to travel to school must complete a behavioural contract form signed by both parents/guardians and pupils. The school considers time spent travelling on minibuses to be under the same set of behavioural expectations and sanctions as if a pupil was on the school site.

For inappropriate behaviour outside school, but not on school business, the Headmaster may exclude a pupil if there is a link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. Pupils’ behaviour in the immediate vicinity of the school or on a journey to or from school, or behaviour anywhere which is capable of bringing the school into disrepute, for example, can be grounds for exclusion.

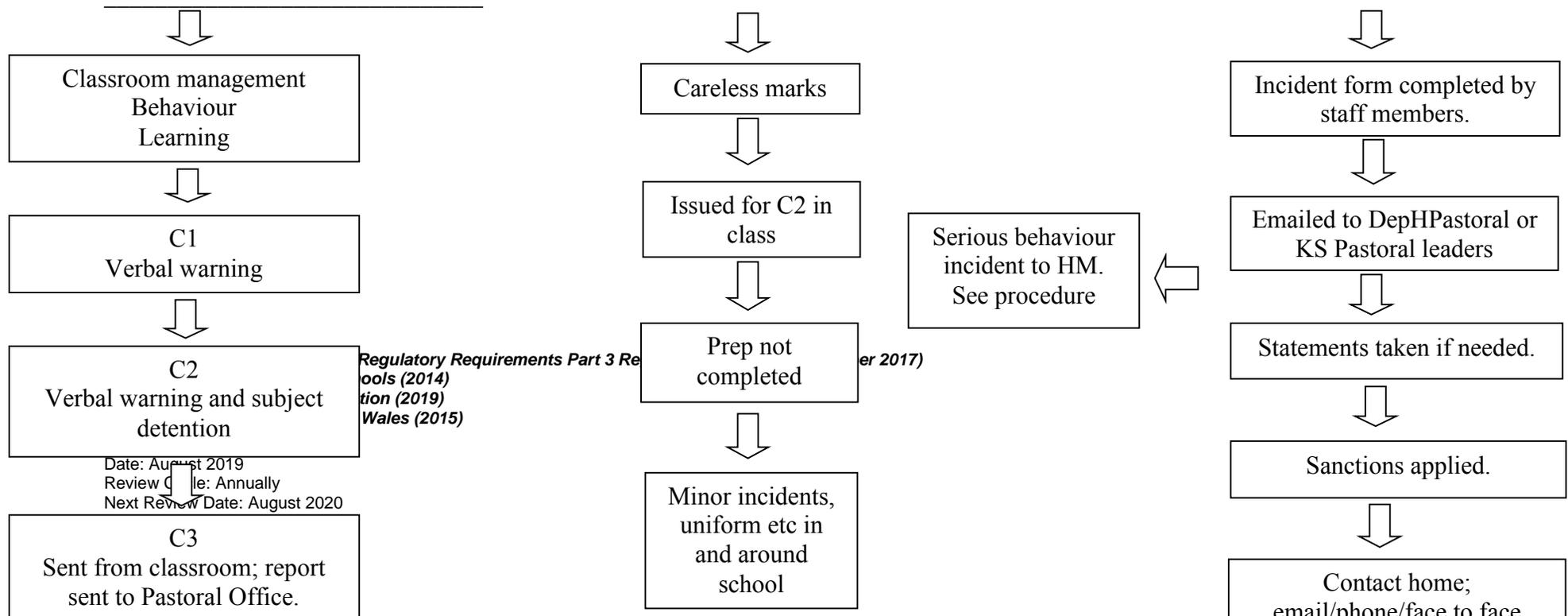
Disabled Pupils

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The School is mindful of its legal duty under the Equality Act 2010 as amended not to discriminate against disabled pupils by excluding them because of their disability. This applies to permanent and fixed term exclusions. The definition of disability under the Act covers pupils with physical, sensory, intellectual or mental impairments. Discrimination means treating disabled pupils less favourably than other pupils without justification. It also means failing to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers. What constitutes a reasonable step will depend on the circumstances of each case.

BEHAVIOUR / SANCTIONS FLOWCHART



Appendix A.

Bredon School Rules

The life and wellbeing of Bredon School is dependent upon the principles of honesty, fair-mindedness, mutual goodwill and consideration for others. Unwillingness to accept these principles is to break the school rules. All pupils who join Bredon School they should expect to find a safe, well-ordered and civilised environment for all members of our school community.

Compliance with the School rules as written here is a condition of membership of the School and the Headmaster or their Deputies interpretation of these rules is final. The rules apply at all times when pupils are:

- at School during both the academic day and during boarding hours.
- travelling to and from School in school transport
- taking part in or supporting any activity organised by or sponsored by the School whether in or out of term-time

School Rules

Any infringement of these rules will be punished in line with the School sanctions as detailed in the Behaviour Policy (found on the school website or upon request). This includes permanent exclusion for serious offences.

- Pupils should always treat all members of the School community, visitors and members of the public with courtesy and respect.
- Contact with the media in the name of Bredon School is forbidden without the approval

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of the School.

- Any action which might bring the School's name into disrepute, verbally, in print or on line is not acceptable.
- All pupils must attend School and all timetabled activities punctually and regularly. Except in the event of sudden illness, no pupil may be absent from School without permission previously obtained directly from the Headmaster.
- Pupils are expected to be committed both to their academic work and to the extracurricular activities of the School.

All pupils should wear their school uniform according to the uniform dress code attached as an appendix to this document.

- Pupils in the Upper Sixth may bring cars to the School only with the written permission of the Headteacher and Head of Sixth Form and with the correct paperwork completed.
- All pupils should take a pride in the appearance of the school. Litter should be put into the waste bins provided.
- Pupils are forbidden to order items for delivery unless permission is given by a member of staff.
- Chewing gum or spitting is not permitted anywhere on the School site.
- Any damage to property whether belonging to the school, another pupil or staff members must be paid for by the pupil concerned and should be reported to a member of staff immediately.
- All pupils must adhere to the School ICT Acceptable Use Policy which is widely available.
- Gambling, buying and selling on site is not allowed.
- Pupils are forbidden to possess or use tobacco, illegal drugs, legal highs, e-cigarettes/vapes or alcohol. (Alcohol may be consumed in moderation by pupils who are over the age of 18, at appropriate occasions, under the supervision of staff.) In any case

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of infringement of this rule parents will be informed and pupils must expect to be temporarily excluded from School. If this occurs on a School trip parents will be contacted and asked to collect their son/daughter at their own expense.

- Stealing is forbidden.
- Bullying in any form, including cyber bullying is forbidden (see Anti-bullying Policy) and all pupils must adhere to the Acceptable Use Policy.

Personal Property

All garments and articles of personal property including clothing must be clearly labelled with the owner's name. Pupils should use the lockers and systems supplied by the school to ensure that personal property is kept safe. The school can only accept liability when it can be shown that the school behaved in negligent manner.

Rules which refer to the School Bounds

Bredon School pupils are expected to know and adhere to winter and summer bounds as detailed on maps around the site and briefed to the pupils. The site is bounded by a river and there is a motorway nearby. These hazards are clearly out of bounds as are the farm and other designated areas on site unless accompanied by school staff. No pupil is allowed to leave the school site without seeking the appropriate permission. Other out of bounds areas include the roof of any building, the woods and formal gardens around Pull Court.

Boarding accommodation is single gender and boarders are not allowed in the opposite sex's accommodation unless formally invited by boarding staff for an activity or event.

Consequences

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The ladder of consequences details the likely sanction applied to those pupils who break the rules. These are part of the Behaviour Policy. Where appropriate these sanctions will range from detention and community work through to fixed term and permanent exclusions. The Headmaster will have the ultimate say in how sanctions are applied.

Ladder of Consequences 2019/20

No ladder of consequence can cover all eventualities. It is for the Senior Management Team to make a judgement which ensures that any sanction is proportionate, timely and relevant to the misdemeanor.

CQ1	<p>C1 Verbal warning – student may be detained for reprimand and warning</p> <p>Staff will oversee classroom behaviour including changes in seating plans</p>	<p>Any of the following for the <u>first</u> time: Chewing gum/ dropping litter Talking out of turn, lack of attention Arriving late without good reason Running/Minor messing about Lack of courtesy/ Unkindness/Unkind comments to other students Not getting on with work/Poor work Not bringing equipment/Reply slips etc. to lesson /tutor time Minor uniform infringement</p>
CQ2	<p>C2 Careless mark to be logged</p>	<p>Any of the above repeated: Homework not done – no reasonable excuse given</p>

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	<p>Subject detention - duration decided by teacher</p> <p>If student gains further careless marks in the same subject area – HOD or Pastoral Leader detention</p>	<p>Poor behaviour in class/school premises</p> <p>Minor damage to another’s property/Minor graffiti</p> <p>Misuse of school equipment, including ICT</p> <p>Lying to a member of staff</p> <p>Lack of courtesy to staff</p> <p>Talking when teacher is talking</p> <p>Disruption in class</p> <p>Malicious gossip</p> <p>Repeated lateness to lesson</p>
CQ3	<p>C3</p> <p>Pastoral Leader detention</p> <p>in class Lunchtime detention with teacher (30 minutes)</p> <p>Other incidents detention with tutor (30 minute)</p> <p>Payment for damage if relevant</p> <p>Contact home</p> <p>Confiscation until parents collect</p>	<p>Any of the above repeated:</p> <p>Damaging student property or school property</p> <p>Refusal to follow instructions after C1 and C2 issued</p> <p>Persistence in disrupting the learners of others</p> <p>Swearing/disrespect to staff</p> <p>Interfering with other students’ work/ possessions</p> <p>Disobedience (But an open refusal to respond to ‘Are you refusing?....’ will be referred to SLT)</p> <p>X3 C2 marks</p> <p>Poor behaviour in detention</p> <p>Truancy</p> <p>Abuse of personal, others or school IT, use of proxy server including VPN’s to bypass school smoothwall safeguards.</p> <p>Accessing the dark web.</p> <p>Behaviour which causes distress or alarm to others.</p>
CQ4	<p>SMT School Detention (55 minutes – whole lunchtime)</p>	<p>Any of the above repeated:</p> <p>Not turning up to CQ3 detention</p>

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	<p>Contact home, via email and phone</p> <p>Report card</p>	<p>Failure to produce a homework after a CQ3 detention</p> <p>Persistent failure to work in class</p> <p>Persistent truancy – Missing lessons or leaving lessons without authorisation - Equivalent to time missed. Students may also be put on report card.</p> <p>Persistent behaviour which causes distress or alarm to others.</p> <p>Multiple of 3 careless marks</p> <p>Poor behaviour in detention</p> <p>Persistent/extreme lack of courtesy to staff</p> <p>Persistent disruption of lesson/unsafe behaviour</p> <p>Student has been sent to HOD for poor behaviour</p> <p>Targets not met whilst on report</p> <p>Multiple C3 lunchtime detentions with Pastoral leader</p>
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CQ5	<p>Internal suspension</p> <p>Contact home, via email and phone</p> <p>Student's access to ICT system to be reviewed</p> <p>(Behavioural contract to be considered)</p>	<p>Any of the above repeated:</p> <p>Failure to attend an SLT detention</p> <p>Poor behaviour whilst on report</p> <p>Rudeness to a member of staff</p> <p>Persistent bullying behaviour – after a CQ3 warning</p> <p>Fighting</p> <p>Failure to comply with targets on behaviour contract</p> <p>Threatening or intimidating behaviour</p> <p>Racial or religious comments to another student/staff</p> <p>Significant incidents of bullying, including relating to race, religion, disability, sexuality or sexual orientation</p> <p>Using or abusing IT system to access inappropriate information</p> <p>Misuse of another student's password, leading to loss of work or other interference</p> <p>Vandalism involving large scale or offensive graffiti</p> <p>Persistent behaviour, including gossip, which causes distress or alarm to others.</p> <p>Racist comments towards another student or member of staff</p> <p>Bullying (dependant on severity and guidance from bullying policy)</p>
CQ6	<p>Fixed term exclusion of 1-45 days</p> <p>Parental meeting, for return to school interview</p>	<p>Repeated incidents/poor behaviour after CQ5:</p> <p>Abusive language towards or in direct response to a member of staff; abusive reference to a member of staff.</p> <p>Verbal/online</p> <p>Poor behaviour during an internal suspension from lessons</p>

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	<p>Headmaster or designated deputy requests drug testing, administered by nurse/medical centre</p>	<p>Offensive and/or lewd behaviour Serious persistent malicious gossip Serious abuse of IT, own or others, causing harm or distress Possession and or sharing of inappropriate or offensive material in whatever form Inappropriate sexual behaviour, including sexual intercourse on school site Persistent bullying both on and offline after a CQ5 sanction Theft Refusal to comply with behaviour report card Being in school in possession of or under the influence of alcohol (1st offence) Possession of, or smoking/vaping on school site or during off site activity Possession or use of drug or legal high (to the discretion of headmaster to move to CQ7) Vandalism involving serious actual damage Violence against another student/causing actual harm Action that endangers student, staff or visitors Persistent poor behaviour whilst on report or behavioural contract Serious threatened or actual violence against another student or member of staff Continued persistent behaviour which causes severe distress or alarm to others. Bullying (dependant on guidance from bullying policy)</p>
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CQ7	Permanent exclusion	<p>Repeated incidents/continued poor behaviour after fixed term exclusion: Serious repeated incidents of CQ6 Criminal behaviour Bringing an offensive weapon into school and/ or possessing it Physically attacking or injuring a member of staff Supplying/bringing onto school site (or school activity off site) an illegal drug or legal high. Fight or violence against another student leading to serious harm Aggravated sexual, homophobic or racial assault Arson 2nd offence of cyber infringement that compromises school system, and or, reputation Bullying (dependant on severity and guidance from bullying policy)</p>
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Appendix C.

SERIOUS BEHAVIOURAL INCIDENT PROCEDURE

The serious incident occurs and is reported to KS3/4/Sixth Form/Dep H Pastoral.

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KS3/4/Sixth Form/Dep H Pastoral investigates, collecting evidence and taking signed statements from those involved and witnesses; those involved (and witnesses) may be kept incommunicado during this investigation.



Dep H Pastoral takes decision or presents a report including statements etc to HM.
HM may require further/fuller investigation before accepting the report.



Sanction applied as appropriate by Dep H Pastoral. HM is made aware



If appropriate, the alleged perpetrator is excluded *sine die*; the parents are notified that the perpetrator's place in the school is under review and are asked to come in with the perpetrator to consider the situation. No disciplinary decision made at this stage



Parents and perpetrator have a meeting with HM who listens carefully.
HM may adjourn this meeting and seek further investigation or consultation (eg. with LEA) if necessary; if so, the parental meeting is reconvened.



The parents informed of possible outcomes (exoneration and return to school; responsibility = return to school under certain conditions with right of appeal; responsibility = permanent exclusion with right of appeal). No disciplinary decision is made at this stage.



HM consults Deputy Head, takes any further advice and reflects.
HM takes decision and formally informs parents.
This decision is the HM's (which still remains contingent upon possible appeal).



If the parents appeal, the appeal process is followed.

Appendix E.

Bredon School Uniform Standards for years 7 to 11

Girls:

- Blazer – school blazer with Bredon School logo.
- Shirt – plain cream blouse. During summer, short sleeve blousers may be worn.
- No tie.
- Jumper – maroon with Bredon logo. This is optional.
- Skirt/kilt - knee length (not rolled up).
- Trousers - plain black.
- Socks – black, navy blue or grey.

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- Shoes - black low heeled and “sensible”, suitable for all weather. Trainers and boots are not acceptable.
- Coats, scarves and gloves must be school or black/dark blue, unpatterned.

Boys:

- Blazer – school blazer with Bredon School logo.
- Shirt – plain cream with top button done up. No polo shirts. During summer, short sleeve shirts may be worn and top buttons will need to be done up.
- Bredon School tie (Top button fastened and tie covering buttons).
- Jumper - a maroon V neck Bredon School jumper. (optional)
- Trousers – plain charcoal grey.
- Socks – grey or black.
- Shoes – flat, black and ‘sensible’. Trainers and boots are not acceptable.

Note:

- Hoodies should not be worn and neither should cardigans.
- Badges which pin to the blazer lapel will be used only to denote membership of certain groups, e.g. prefects or house.
- In hot weather summer uniform will consist of blazer, short sleeve shirt tie. In common with many schools, permission may be given by the Headmaster for the blazer to be removed in lessons.

Shoes:

- These should be black, flat and "sensible".

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- Fashions change constantly and some are unsuitable for school use.
- Boots are not allowed.
- Steel tips are not allowed.

Sports Kit:

Bredon School sports kit should be worn for all sports lessons unless the teaching staff direct otherwise

Make-up and jewellery:

Make-up is generally not appropriate for school wear under year 10. Makeup should be discreet as judged by pastoral staff. This includes coloured nail varnish.

It is acceptable to wear a single small earring in each ear, a discrete piece of religious jewellery and a watch but no other visible jewellery may be worn. Nose, facial, tongue and other studs must not be worn.

A single charity band may be worn.

Hair:

We encourage neat, traditional styles in the natural colour and consider any extremes to be unsuitable for school. Grade 3 is the shortest cut that we would find acceptable.

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Pupils with long hair will have to tie it back in some subjects.

School Bag:

Every student should have a school bag in which books, prep diary/planner and equipment can be carried. Laptops need to have a protective case.

Personal presentation:

At Bredon School we know that personal appearance and behaviour are important both as individuals and representatives of the school.

Writing on hands or any other parts of the body is not acceptable.

Lastly, a polite, well dressed, caring school is what we want. School uniform is simply conformity of dress and never takes away from your character or individuality.

Appendix F
Physical Intervention Report

Name of child	
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Name of staff member(s) who used physical intervention	
Date of the incident	
Time of the incident	
Place of the incident	
Circumstances of the incident	
Factors leading up to the incident	
Nature of physical intervention used	
Names of any witnesses	

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Any injuries that may have occurred during the incident	
Any further action taken	
Signature(s) and date	