



# Behaviour Policy

<b>Policy number</b>	US012
<b>Applies to</b>	Upper School
<b>Endorsed by</b>	Head Master
<b>Responsibility</b>	Head Master
<b>Date reviewed</b>	May 2023
<b>Next review</b>	May 2024

## Behaviour Policy

We strive for a culture built on our values of Responsibility, Integrity, Curiosity and Endeavour all built on a foundation of kindness which is our fifth value and 'bottom line'.

We have high expectations for all our pupils and believe that all pupils deserve a high-quality learning environment that is stimulating, exciting, and safe, with order and clear boundaries. The following policy outlines both the promotion of good behaviour and the sanctions for misbehaviour, both of which are crucial to upholding the School's values and ethos.

The following policies operate alongside the behaviour policy and are helpful to consult for some specific matters:

- Safeguarding and Child Protection Policy
- Anti-Bullying and Anti-Cyber Bullying Policy
- Search Policy
- School Rules

All members of the School have a significant role to play in making Bedford School a safe and positive place to be. It is recognised that the School is a diverse community with a variety of needs. Thoughtfulness, respect and courtesy to others are important values that we expect to be a normal part of our daily life such that all members of the School community feel included and valued. All pupils are encouraged to always recognise the intrinsic value of each individual and the need for respect and tolerance.

This policy has the following sections:

- 1. Aims**
- 2. Methods to realise the behaviour policy**
- 3. Disciplinary procedures**
- 4. Poster explaining rewards and sanctions**

### **1. Aims**

We aim to:

- Create an environment where children and staff are happy, confident and at ease
- Generate an ethos of hard work, care, commitment and responsibility
- Develop pupils' awareness of acceptable and desirable conduct in the School and wider community
- Minimise behavioural incidents, including low-level disruption
- Support all pupils to meet the high standards of behaviour, in line with their individual needs

In addition to the core School values, we believe in doing our best, co-operation, enthusiasm, involvement, honesty, modesty, empathy, politeness, gratitude, self-discipline and respect.

In order to achieve our values we expect pupils to demonstrate the following behaviours:

- Act and behave in a safe and appropriate manner
- Be courteous, helpful, and considerate
- Be sensitive towards others
- Be proud of our achievements without boasting
- Always tell the truth
- Avoid any form of bullying
- Show a full and proper commitment to our academic studies and co-curricular activities

We expect staff to reinforce these behaviours by using effective behaviour management strategies, including rewards and sanctions.

These behaviours are culturally expected, and all staff hold pupils to them. Pupils' tutors and housemasters induct them with clear expectations and remind pupils of school rules at least annually. Pupil feedback is also sought to review the practice and experiences of this policy. This policy is also made available to parents and other carers via the school website, and they are supported by both explanations of the policy on induction day, and with training for supporting teenagers through the parent partnership program.

Further to the school behaviour expectations, the boarders' council established a code of conduct for all boarders that is displayed in all boarding houses and contained in all boarding house handbooks. The code of conduct describes specific positive expectations for boarders to create homely and safe environment to live in, and this is reinforced at house meetings.

Leadership in the school will visibly promote and reinforce these expectations. The school CMT also monitors data on trends in behaviour, and interventions and sanctions used, to ensure appropriate strategies for maintaining the required behaviours. The governors of the school review the patterns of behaviour in the school at regular points and review strategies to manage this.

To assist staff with managing behaviour effectively, new staff receive induction that includes the behaviour policy, and the ongoing staff training programme and briefings reinforce important and topical issues, and staff expectations.

## **2. Methods to realise the Behaviour Policy**

- Clearly publicise and communicate the School Rules and the Behaviour policy and procedures to staff, pupils and parents.
- Emphasise to pupils the value of good behaviour and take time to celebrate it.
- Implement rules fairly and follow procedures consistently.
- The School publishes its rules clearly and believes in reminding pupils to abide by them.
- Establish strong home-school links and communication systems that can be utilised whenever there is a concern.
- Take the time to discuss the pupil's individually unacceptable behaviour and future strategies.
- Encourage pupils to take more responsibility for themselves and their actions.

### Rewards for Positive Behaviour

We feel it is essential to develop a sense of shared ownership for good behaviour throughout the School and this is achieved through the tutor group, the House and peer support. Pupils are encouraged to think of the impact of their behaviour on others, rather than just encouraging individuals to think of their words or actions in isolation. We aim to place the emphasis on praise and reward for good behaviour. By encouraging, promoting and celebrating good behaviour, this will then become the norm.

Rewarding positive behaviour will:

- Show approval, recognise and reinforce good behaviour and genuine achievement
- Reflect and contribute to the good of the School
- Reward and motivate pupils as individuals, and also as part of the wider community of the School
- Encourage the pupils to take responsibility for their own behaviour and achievements

Tutors and Housemasters, through assemblies, Citizenship and tutor time will encourage, promote and praise good behaviour. Publicly recognising pupils' good behaviour and achievement in School Assemblies will also focus on developing a positive ethos within the School. We also consider that specific instances of good behaviour should also be rewarded through the Merit, Commendation and Head Master Commendation System.

Rewards for good behaviour and/or academic excellence include:

- **Merits:** Merits may be awarded for good work or conduct. If pupils accumulate 75 merits a letter will be sent home from the Deputy Head (Academic) and £20 of book tokens will be awarded in assembly. For 100 merits, a pupil will receive a letter home from the Head Master and £50 in book tokens is awarded in assembly.
- **Commendations:** These are awards given for work or behaviour that is particularly noteworthy and may embody one or several of the school values (integrity, curiosity, endeavour, responsibility and kindness).
- **Head Master's Commendation:** These are given for truly outstanding work or behaviour, awarded in the final assembly of each term.
- Merits count as 1 House Point, Commendations as 3.

Staff should uphold the school's approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed.

### **3. Disciplinary Procedures**

It is the intention of the School's Disciplinary Procedures to ensure that the standards of conduct, attendance and academic progress required of pupils be maintained; and to provide a fair means of dealing with any failure to observe these standards or the school rules. We are clear that discipline and support are not mutually exclusive and seek to hold the two in tandem for all pupils.

All pupils should be aware of the procedure to be followed if they become subject to disciplinary action or sanction. Pupils learn about the school rules with Tutors, and this is reinforced in school and house assemblies. Pupils can also reasonably expect that breaches of the behaviour policy will be dealt with quickly unless there are circumstances requiring delay, such as effectively completing an investigation or considering specific individual needs or circumstances.

When it appears that a failure to meet the required standards of the School or a breach of the rules has occurred, the following steps will be taken:

1. The pupil will be advised by his Teacher, Tutor or Housemaster of the complaint and the matter will be discussed with the pupil. Normally a 'trivial' offence will be dealt with at this stage. A concern or warning may be given. If the offence is more serious, then a full investigation and careful consideration of the facts will be carried out without undue delay and may include consultation with any witness to the occurrence.
2. The pupil will be provided with an opportunity to explain their case to the appropriate member of staff who will then make the decision as to what disciplinary action is to be taken. The pupil may, if they wish, be accompanied and represented during a disciplinary interview.
3. The pupil will be advised if any disciplinary action is deemed to be appropriate, and of the action that will be taken. This will be recorded on the pupil's personal record.
4. Written confirmation will be given to the pupil and his parents of any disciplinary action.
5. Following disciplinary action, and unless there are further offences, sufficient time will be allowed before any further disciplinary action is to be taken to permit the individual to improve behaviour.

### Sanctions For Misbehaviour

Corporal punishment is prohibited for all pupils. A member of staff may only restrain a pupil under the guidelines laid down in Code of Conduct in the Safeguarding Children and Child Protection Policy.

The Complaints Policy for Pupils and Parents is published separately. All the sanctions listed below are recorded centrally via the School Network and reported to a pupil's tutor and housemaster. In the case of major sanctions, a letter is sent to parents. Bullying (including cyberbullying, prejudiced-based and discriminatory bullying) will always be dealt with as a serious issue and strong sanctions, including exclusion, may be necessary in cases of severe and persistent bullying. This should be read in conjunction with the School's Anti-Bullying policy and Safeguarding and Child Protection policy, which give details on how the school responds to child-on-child abuse and digital harms.

Staff are given training and guidance on the appropriate application of rewards and sanctions. When applying sanctions, the needs of the individual should always be taken into consideration. The School does not operate in a way where specific offences always receive specific sanctions, and professional judgement is always used. We uphold our responsibilities to the Equality Act 2010 and to apply the best endeavours required by the Children and Families Act 2014. We will also review approaches to support requirements of students who have an EHCP. Pupils with special educational needs, disabilities or extraordinary circumstances may in some cases need a different kind of intervention, deepening on the nature of the concern. Some students may require planned or pre-emptive interventions if there is a reason to anticipate misbehaviour. If in doubt, a member of staff should consult a pupil's tutor, Housemaster, or Head of Academic Support (SENDCo) for advice.

### Concerns

Concerns (both Academic and Conduct) are issued by members of staff for minor infringements of the School Rules and expectations. Concerns are entered into the School database, and a pupil's Tutor is informed so that they can discuss the concern with their tutee. Parents and guardians are

not automatically notified of Concerns. Pupils who receive four Conduct or four Academic Concerns in a term will be issued a Conduct or Academic Warning, as appropriate.

### Warnings

Warnings (both Academic and Conduct) are issued by members of staff for more significant and/or repeated infringements of the School Rules and expectations. Concerns are entered into the School database, and a pupil's Tutor, Housemaster, and parents/guardians are informed so that they can discuss the concern with their tutee.

If a pupil accumulates two Academic Warnings in a school term, they will normally be given an Academic Detention. If a pupil accumulates two Conduct Warnings in a school term, they will automatically be given a Conduct Detention.

### Detentions

Detentions (both Academic and Conduct) are issued by members of staff for more significant and/or repeated infringements of the School Rules and expectations. A pupil's Tutor, Housemaster, and parents/guardians are informed.

Conduct Detentions are held on Monday afternoons from 4.30 – 5.30 p.m. in Room A13 and will be supervised by a member of Staff. Academic Detention are held on Friday afternoons from 4.30 - 5.30 p.m. in Room A13 and will be supervised by a member of Staff.

For Conduct Detentions, pupils are usually required to attend a pre-detention meeting with the Undermaster or Vice Master to discuss how the pupil will demonstrate high behaviour standards in the future.

For Academic Detentions, pupils are usually required to attend a pre-detention meeting with the Academic Year Head or Assistant Head (Teaching and Learning) to discuss how the pupil will demonstrate high behaviour standards in the future.

When serving any Detention, a pupil may be asked to complete a written task that, while not subject specific, will have a clear educational value aligned to the reason for the detention.

Occasionally pupils who are serving a Conduct Detention may be asked to carry out school-based community service. Any such tasks must be approved in advance by the Vice Master.

A member of Staff who puts a pupil into a Detention must indicate clearly to the pupil that they have a detention, completing the entry in the pupil's record on the School's database.

Detentions take precedence over all other School activities, including rehearsals and practices. Any deferment of a Conduct Detention, which will only be given in exceptional circumstances, must be sanctioned by the Vice Master and requests for such deferment should generally be made well in advance of the Conduct Detention date. Deferments of Academic Detentions must be sanctioned by the Deputy Head (Academic). Any pupil who has a School representative fixture, which conflicts with Detention, must see the Vice Master or Deputy Head, who will normally defer the detention by one week. This privilege will be extended usually only once in a term.

If a pupil receives more than three Detentions (either Conduct or Academic) in a term, the pupil will be expected to sit a two-hour Saturday Afternoon Detention.

### Saturday Afternoon Detentions

For continuous or exceptional breaches of discipline, a pupil may be given a Saturday afternoon detention. These will normally last for two hours on a Saturday afternoon.

### Suspensions and Exclusions

A pupil may only be temporarily excluded from School on the direct and personal action of the Vice Master or Head Master. The Vice Master or Head Master's decision in the case of temporary exclusions is final. Permanent exclusions can only be made by the Head Master. Reasons for exclusion may include (but are not limited to) possession of drugs, theft, violence, bullying (including cyberbullying), misconduct of a sexual nature, possession of weapons, computer hacking, serious misconduct towards a member of the school community or which brings the School into disrepute, on or off the school premises. They may also include persistent attitudes or behaviours which are inconsistent with the ethos of Bedford School. Parents may choose to appeal via the parent-elected governor to a panel of School governors if they disagree with the Head Master's decision regarding a permanent exclusion.

### Other Ways Behaviour Might be managed

A Target Card may be used to identify, monitor and support improvements in a pupil's behaviour. Typically, a tutor or Housemaster will decide to issue a pupil with a target card and will continually check in with the pupil through the duration of time for which it is set.

Individual pupils may be "kept in" for poor or late work, or misbehaviour in class, by a member of staff at a time convenient to him/her. The most likely period is during lunch break. These individual detentions should not exceed half an hour and pupils should be released in time to attend normal activities.

Only in exceptional circumstances and for serious breaches of discipline should pupils be removed from class. They must be sent *either* to the Head of Department's classroom *or* report to the Vice Master or the Deputy Head (Academic) immediately. If neither is available, they should be sent to the Bell Room and wait until they have been seen by the Vice Master, Assistant Head, or to a member of staff with delegated authority.

### Who may give punishments and inappropriate punishments

Teachers and Support Staff may give punishments. Pupils are not allowed to give punishments to other pupils. The only exception to this is that Monitors may recommend rewards and sanctions to the Vice Master.

The following methods of punishment shall not be used: any form of corporal punishment, any deprivation of food or drink, any restriction on visits/communication to or by any pupil with his parents/relatives/guardians, any requirement that the pupil wear inappropriate clothing and the imposition of fines (except by way of reparation).

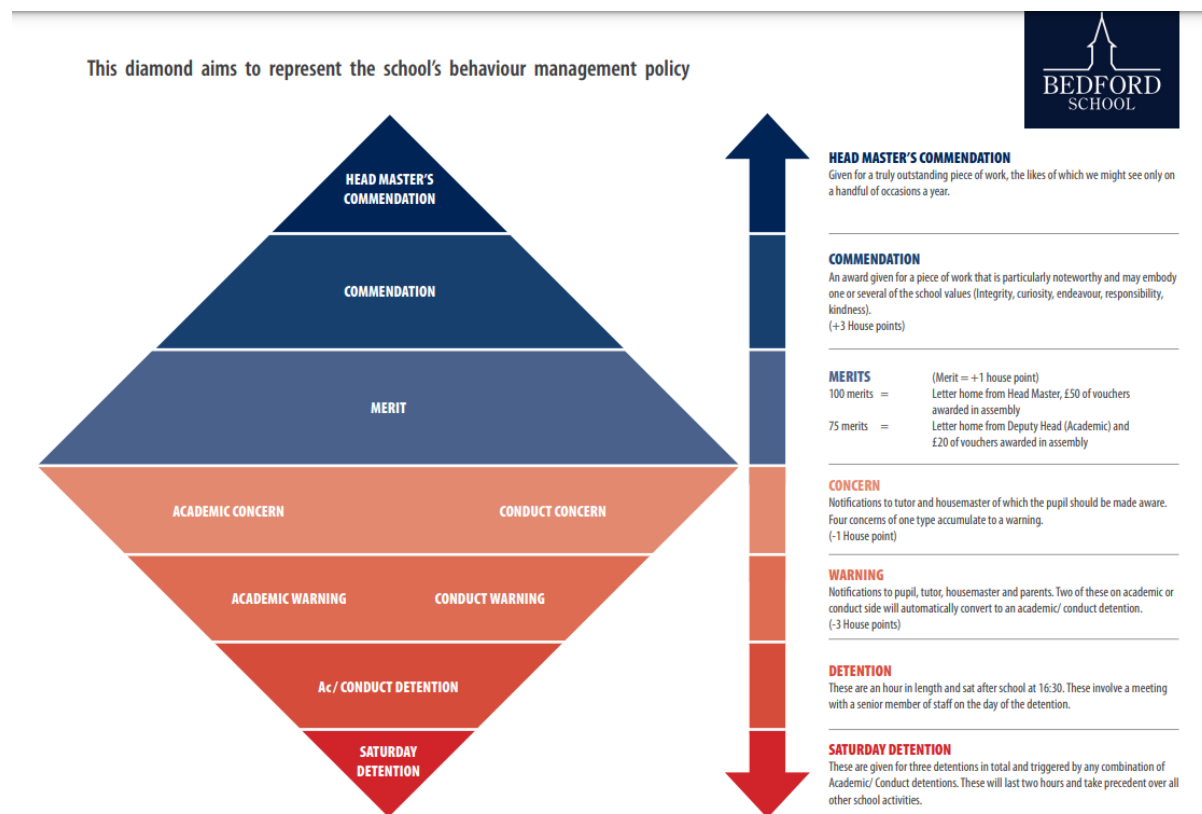
A pupil has the right to appeal using the Complaints procedure.

### Prohibited and banned items

Prohibited items in School are knives, weapons, alcohol, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images, stolen items and any item a member of staff reasonably suspects has been or may be used to commit a crime or to cause personal injury to or damage to the property of

any person, including the person themselves. Other items banned in School are e-cigarettes, vaping equipment and vaping paraphernalia.

#### 4. The Rewards and Sanctions System is explained on this diagram, which is posted throughout the Upper School



**James Hodgson**  
Head Master

May 2023  
Next Review: May 2024

#### Appendix I – Boarders' Code of conduct

#### Boarders' Code of Conduct



The purpose of this code of conduct is to outline how we expect boarders to behave and how they can expect to be treated to promote an inclusive, happy and supportive boarding community.

It reflects the school values of responsibility, integrity, curiosity and endeavour – these are all underpinned by kindness.

It has been created based on pupil voice through feedback from the Boarding Council and input from boarding staff.

- Boys will be respectful of the views and beliefs of others
- Boys should challenge inappropriate behaviour and comments
- Boys will support other boys with their academic studies
- English should be spoken in communal settings to promote inclusivity
- Boys will participate in house events
- Boys will involve themselves in and support house competitions
- Boys will respect the personal area of dormitories, never interfere with another boy's belongings and never take other boys belongings without their permission – this including 'borrowing'

