

Behaviour Policy

Policy number	PS011 / ISI 09a
Applies to	Prep School
Endorsed by	Headmaster
Responsibility	Headmaster
Date reviewed	March 2023
Next review	March 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'.

High standards of behaviour are expected and are commonplace. We believe that high quality teaching and learning takes place in an environment that is stimulating and exciting yet is disciplined and supportive.

Thoughtfulness, respect and courtesy to others are important values that we expect to be 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, tolerance and inclusivity. Our behaviour policy is predicated on the fact that good behaviour is learnt, and as teachers part of our role is to teach good behaviour. 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.

We foster an environment in which boys learn from their mistakes. There will be occasions when sanctions will be applied, and our aim is that those sanctions allow boys to learn from their mistakes: an important aspect of our disciplinary system is that misbehaviour will have a consequence. However, it is the certainty, not the severity of the consequence, which will promote good behaviour and prevent poor behaviour. The disciplinary structure aims to enable boys to be accountable for their own behaviour.

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

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 behaviour:

- Act 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
- Avoid any discriminatory behaviour
- Show a full and proper commitment to our academic studies and co-curricular activities
- Be actively kind to others

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

This behaviour is culturally expected, and all staff and pupils are expected to adhere to the behaviour policy. Pupils' tutors and Heads of Year will 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. Leadership in the school will visibly promote and reinforce these expectations. The school SLT and 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 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, 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 Heads of Year, through assemblies, in PD lessons and in 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 Future Skills Merits, Commendations and Headmaster Commendations.

Rewards for good behaviour and/or academic excellence include:

Future Skills Merits:

Merits may be awarded for good work or conduct. If pupils accumulate 15 merits, they will be awarded a Bronze Award certificate in tutor group. For 40 merits, pupils will receive a Silver Award certificate in year group assembly; for 75 they will receive a Gold Award in house assembly and an email will be sent home from the Assistant Head (Pastoral); 125 merits will be rewarded with a Platinum Award certificate by the Deputy Head in full school assembly, and a letter will be sent home by the Deputy Head. Any pupil who accumulates over 175 merits will receive a Diamond Award certificate in full school assembly as well as a book of their choice. An email will be sent home from the Headmaster. Each merit will also be worth one House Point and will contribute to the overall Term House and House Cup.

Commendations:

Departmental Commendations will be awarded for particularly noteworthy work of behaviour which embodies one of the school values (to be awarded by the Head of Department); Commendations are worth 3 House Points.

Headmaster's Commendations are given for outstanding effort, an exceptional piece of work or an act of kindness (or consistent kindness). Boys who are given Headmaster's Commendations will be rewarded with an invitation to tea and cake in the Headmaster's office.

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 year group 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 Head of Year of the complaint and the matter will be discussed with the pupil. Normally a 'low-level' offence will be dealt with at this stage. A Loss of Free Time may be given which will be recorded as a concern. If the offence is more serious, or a series of 'low-level' incidents takes place, then a full investigation and careful consideration of the facts will be carried out without undue delay and may include consultation with any witnesses.
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.
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 Head of Year. In the case of major sanctions, an email is sent to parents. 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, depending 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, Head of Year, Assistant Head Pastoral or Head of Academic Support (SENDCo) for advice.

Loss of Free Time (LOFT)

A Loss of Free Time is issued for minor infringements of the School Rules and expectations, such as repeated calling out or other minor disruptions to learning, incomplete homework, poor organisation, lack of focus, failure to follow instructions, poor behaviour outside the classroom or for minor acts of unkindness. LOFTs will be recorded as a Concern on the school system, with an explanation of the behaviour and action taken. LOFTs should be attended over all other school

commitments unless it is a paid activity. Parents are not automatically notified of Concerns as we wish for pupils to take responsibility for their own behaviour. However, if low-level misbehaviour persists, parents are informed and there is an escalation in the involvement of senior staff as explained below.

Repeated low-level incidents

If a pupil accumulates 4 concerns his tutor will have a conversation with him and will contact his parents. If 8 concerns are accumulated, there will be a meeting between the Head of Year and the pupil, and the Head of Year will contact parents. At this point, a target card may be issued to support the pupil in making the right choices. There are further 'thresholds' at 12, 16 concerns, which will entail meetings and communication home by the Assistant Head Pastoral, the Deputy Head. At both of these stages, very clear goals will be set, and advice will be given about how to change behaviour. If a pupil accumulates 20 concerns there will be a meeting between pupil, parents and the Headmaster, and there will be a discussion about the pupil's future at the school.

Detentions

For more significant incidents (or for a build-up of minor incidents), a detention may take place at the appropriate level (Head of Year, Assistant Head or Deputy Head). For particularly serious breaches of behaviour a Headmaster's Detention will be given, which takes place after school on Saturday, lasts for one hour and takes precedence over all other school activities. Detentions are recorded on the school system. The following is a list of the type of incidents which are considered more serious; it is not exhaustive and any incident is dealt with appropriately: physical violence, discriminatory behaviour, rudeness to members of staff or a member of the public, wilful disobedience, unkindness, dishonesty or a persistent attitude or behaviour which is inconsistent with the values and culture of the school.

Suspensions and Exclusions:

A pupil may only be temporarily excluded from School on the direct and personal action of the Headmaster or Deputy Head. A temporary exclusion (internal or external suspension) may arise if a pupil has seriously broken the school rules/repeatedly makes the same mistakes, or if allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils. The Headmaster's or Deputy Head's decision in the case of temporary exclusions is final. Permanent exclusions can only be made by the Headmaster. Reasons for exclusion may include (but are not limited to) possession of drugs, theft, violence, bullying or cyberbullying, misconduct of a sexual nature, possession of weapons, serious discriminatory behaviour, 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 Headmaster'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 Head of Year 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.

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 Deputy Head or Director of Studies immediately. If neither is available, they should be sent to the Headmaster's PA's office and wait until they have been seen by the Deputy Head, Director of Studies or to a member of staff with delegated authority.

Who may give punishments

Teachers and Support Staff may give punishments. Pupils are not allowed to give punishments to other pupils.

Inappropriate punishments

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.

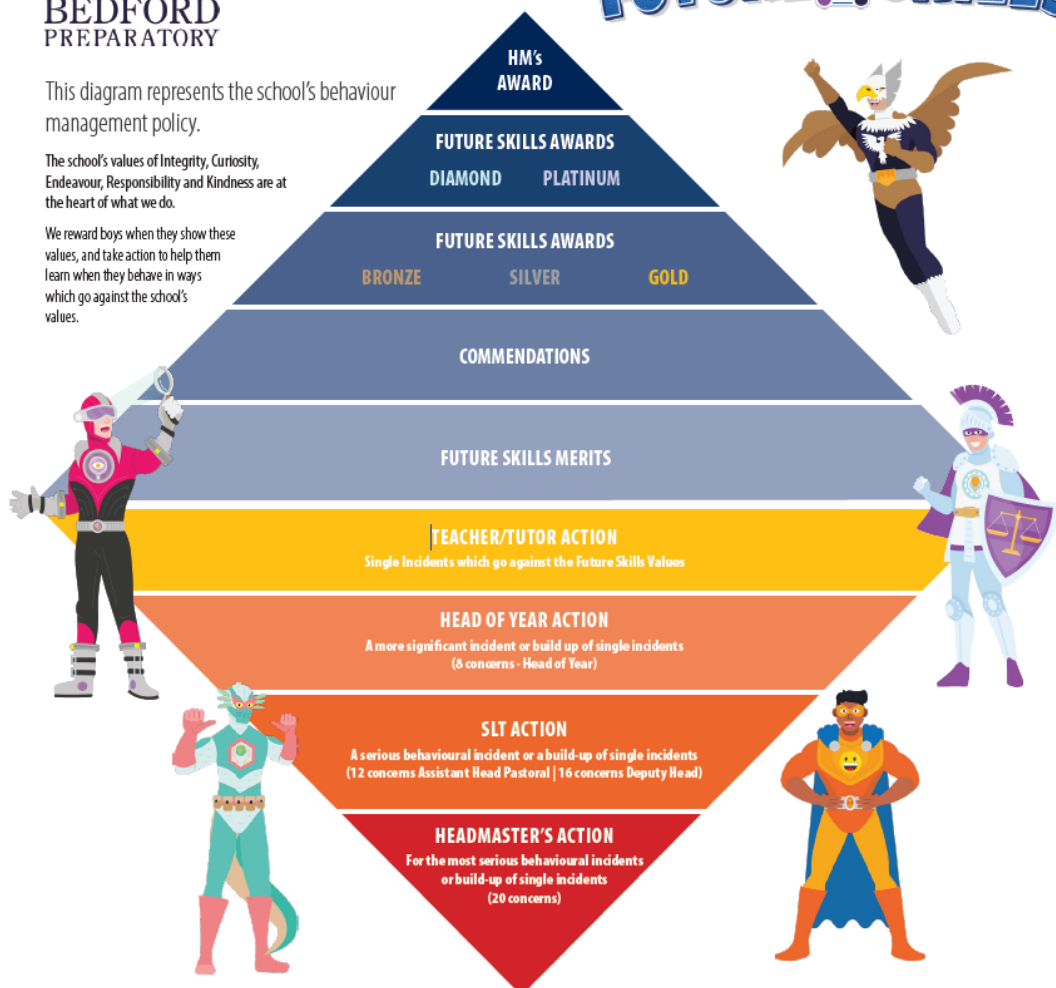
Behaviour diamond - The Rewards and Sanctions System is explained on this diagram, which is posted throughout the school:



This diagram represents the school's behaviour management policy.

The school's values of Integrity, Curiosity, Endeavour, Responsibility and Kindness are at the heart of what we do.

We reward boys when they show these values, and take action to help them learn when they behave in ways which go against the school's values.



HEADMASTER'S COMMENDATION OR KINDNESS AWARD (+5 MERITS)

Given for outstanding effort, an exceptional piece of work or an act of kindness, the likes of which we might see only on a handful of occasions a year.

FUTURE SKILLS MERITS (+1 MERIT, CUMULATIVE THROUGHOUT THE YEAR)

- 175 = **Diamond Award:** Certificate and a book of choice awarded in PS assembly and an email home from the Headmaster.
- 125 = **Platinum Award:** Certificate awarded in PS assembly (email home from Deputy Head (Academic)).
- 75 = **Gold Award:** Certificate awarded in house assembly (email home from Assistant Head (Pastoral)).
- 40 = **Silver Award:** Certificate awarded in year group assembly.
- 15 = **Bronze Award:** Certificate awarded in tutor groups.

COMMENDATION (+3 MERITS)

An award given for work that is particularly noteworthy and may embody one or several of the school values (Integrity, curiosity, endeavour, responsibility, kindness) agreed by Head of Department for consistency.

When a pupil behaves in a way that goes against school's values we always take steps to help him learn.

SINGLE INCIDENTS

Single incidents include repeated calling out, failure to complete homework, poor organisation, lack of focus, unkindness. They are recorded as a concern on ISAMS but not individually reported to parents. They are followed up by the issuing teacher as a 'loss of free time' (LOFT). LOFTs involve pupils being asked to reflect on their behaviour with a member of staff. During interventions, patterns of concerns are addressed through discussion, target setting, contact with parents. Consideration is given to the period of time in which concerns have been issued. Four concerns will be communicated to parents by the tutor.

MORE SIGNIFICANT INCIDENTS

More significant incidents include bullying, physical violence, rudeness towards staff, dishonesty, wilful disobedience, unkindness, persistent low level concerns. Detentions logged on ISAMS and reported to parents. During detention, pupil is provided with the opportunity to reflect on their behaviour / for restorative action to take place. Headmaster's detention takes place after school on a Saturday, lasts one hour, and takes precedence over all other school activities. More serious misbehaviour (repeated or single) will involve a discussion about a boy's place in the school.