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FIDES et OPERA

BROMLEY
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Discipline & Behaviour for Learning Policy

As a school providing EYFS education for pupils, the contents of this policy should also be considered in this context. Procedures for each section of the school may vary and have been detailed below.

Key Requirements / Legal Duties

This policy responds to the Independent Schools Standards Regulations 2014, which includes the requirement that all schools must have a behaviour policy which must be available to all parents and prospective parents.

The school also acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN and disabilities.

Principles

At Bromley High School, it is our intention to create a challenging and inclusive culture where pupils and staff flourish in safety and dignity. We encourage pupils to ensure that all individuals within the school community are valued and respected and are provided with a happy, caring and safe environment where effective teaching and learning is able to take place which enables pupils to achieve their full potential. To achieve this, good behaviour in all aspects of school life is necessary

Aims:

- To outline the school's expectations in relation to behaviour and regulate the conduct of pupils.
- To promote good behaviour, self-discipline, and respect (for self, others and the environment) and the basic virtues of honesty, fairness and courtesy.
- To ensure fairness of treatment for all, including those pupils with special educational needs or disabilities and ensure reasonable adjustments are made for those pupils.
- To outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- To ensure that every member of staff shares in the overall responsibility for discipline, using his/her professional standing and personal initiative to support the policy.
- To prevent bullying, cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the anti-bullying policy).
- To set out the framework for pastoral support in which the policy operates, principles for communication with parents and the legal background to specific procedures.

Roles and Responsibilities

The Headmistress is responsible for determining the principles underlying the policy, for setting the standard of behaviour expected of pupils, determining the school rules, any disciplinary sanctions for breaking the rules and for ensuring that policy is regularly evaluated and reviewed.

The Head, together with the Senior Leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens consistently across the school.

The Deputy Head (Pastoral) is responsible for day to day behaviour management throughout the Senior School.

The Head of the Junior School, is responsible for behaviour management in the Junior School and EYFS.

The Deputy Head (Academic) and Junior School Deputy Head are responsible for maintaining consistency across departments/phases in expectations of classroom behaviour, reporting of Effort and Attainment and awarding of academic rewards and sanctions.

All Staff, including support staff and volunteers, are responsible for

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Ensure pupils follow the school expectations during lessons, in corridors and in free time
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take responsibility for any misbehaviour initially – seeking support/advice when required
- Ensure sanctions are applied consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil
- Work in partnership with parents and guardians

Partnership with Parents

Bromley High school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters/emails
- Supporting pupils on report
- Home school agreement
- Pupil homework diaries/ academic planners which allow for two-way communication
- Invitations to agency meetings
- Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

Expectations

The following principles should underpin all our interactions with pupils and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual
- De-escalate incidents and seek to reconcile

These principles are consistent with the Bromley High School Code of Conduct/ Playground Rules which states:

'Pupils are expected to behave sensibly and responsibly. Courtesy, respect and consideration for others and concern for the environment are all-important in a happy and purposeful community. It is expected that everyone will work hard to make the most of their own abilities and to respond positively to all the opportunities offered by the school.'

The school Code of Conduct (school rules) and 'Playground Rules' are displayed on Form Room notice boards and published to parents in the Information Booklet.

It is the school's expectation that everybody should at all times:-

- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with the health and safety of others in mind
- Treat other people's property with care and respect
- Treat the school environment (grounds, buildings and materials) with care and respect
- Keep to and enforce the school dress code
- Allow others to learn and teachers to teach

Our success is tested not by the absence of challenges but in the way we address them.

Behaviour in lessons

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and a lack of co-operation.

Uniform, behaviour around the building and out of lessons

Pupils are expected to behave in a manner which demonstrates respect of themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond to each other, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary pupils' home to change.

Behaviour outside of school and online

Pupils who breach the school's Discipline and Behaviour for Learning Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school, outside of school hours and not on school business, including online behaviour, this policy will still have effect if misbehaviour could have repercussions for the orderly running of the school, pose a threat or cause harm to another person, or adversely affect the reputation of the school. This includes bullying behaviour within the school community (e.g., pupil to pupil / pupil to staff outside school), behaviour in the immediate vicinity of the school or on a journey to or from the school or at any time online. Other relevant factors include whether the pupil is wearing school uniform or is in some other way identifiable as a pupil at the school and whether the behaviour could adversely affect the reputation of the school.

Rewards and Sanctions

Bromley High School recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviour. This has both the impact of teaching and reinforcing expected behaviour and a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviour are central to the promotion of good behaviour and good order.

Rewards

A school ethos of encouragement and celebration of success are central to the promotion of good behaviour. By these means the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement. We use a range of rewards and positive reinforcement strategies, including:

Verbal praise

Integral to the system of rewards is an emphasis on formal and informal praise. Teachers are encouraged to praise pupils freely during lessons for good work and effort.

Stars, Stickers, Wall Charts

These may be used to recognise and promote achievement, contribution or good behaviour. Teachers may use their own ad-hoc system of minor awards in consultation with HODs/HOYs/Phase Leaders.

Note in planner/Postcards

Teachers may write a note in the pupil's planner so that parents are aware that their child's achievement or effort has been recognised informally. A postcard may be used to highlight, for example, an excellent half-termly assessment or an exceptional piece of individual work.

Letter of Commendation (senior school only)

Following interim grades, a letter may be sent home by the Head of Year congratulating the pupil on their effort or achievement. A letter of commendation may also be written for other exceptional achievement.

Merits

Junior School	Senior School
House points (dojos) are awarded by teachers and support staff for excellent effort, classwork, homework, enthusiasm, progress or conduct. Points are recorded and total house points are revealed in Celebration Assembly each Friday where house ribbons are put on the cup.	Merits are awarded by teachers for excellent effort, classwork or homework, enthusiasm, progress or conduct. Merits are recorded on SIMS and converted into House Points. The Head of Houses records individual and total House Points allowing recognition of high achievers' contribution towards winning the House Cup.

Rewards

EYFS/Junior School	Senior School
Certificates are awarded in Celebration Assembly each Friday in recognition of a particular piece of work, excellent effort or behaviour. Commendations are awarded for an exceptional piece of individual work or a longer project. The girls meet with the Junior Head and the work is logged in the Commendation Book held in the Junior Head's office.	Bronze, silver and gold merit certificates are awarded by the Head of Year or Headmistress during assembly to girls who achieve a set number of merits.

Prizes

Junior School	Senior School
At the end of the Summer Term, prizes are awarded to girls in Y3-5 in recognition of their contribution, effort and attainment in English, mathematics, music, sport. Drama is also recognised in Y4 and Science and Computing are added in Y5. In Year 6 end of year prizes are awarded for effort and achievement in all subjects and for contributions to school life.	End of Year Prizes are awarded for academic work in all subjects and for co-curricular achievement and service to the school.

School Colours *(Senior School only)*

Colours may be awarded to students for their co-curricular contribution to the school.

Disciplinary Sanctions

Sanctions are needed to respond to inappropriate behaviour. Depending on the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct pupil behaviour. A sanction will be characterised by clarity as to why it is being applied and what changes in behaviour are required to avoid future sanctions. It will take account of age, religion, and any SEND.

The decision to sanction a pupil will only be made by a member of the school staff or a member of staff authorised by the Headmistress. This decision and the sanction itself will be made on the school premises or while the pupil is under the charge of the member of staff. Sanctions which are humiliating and degrading are avoided and no sanction will breach other legislation (e.g. human rights, equalities, SEND, disability etc).

Record of Serious Sanctions

Serious disciplinary incidents and the sanctions imposed are recorded by the Deputy Head (Pastoral). Following a sanction, the school will employ strategies to help pupils to understand how to improve their conduct and meet behaviour expectations.

These might include:

- A targeted discussion with the pupil
- A phone call with parents
- A review meeting with relevant staff – tutor, Head of Year, SENCO, DSL etc.
- Pastoral support (see below)

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering or being likely to suffer significant harm, safeguarding procedures will be applied as appropriate. The school recognises that some children may adopt challenging, abusive or disruptive behaviour as a result of unmet needs or abuse. In such cases staff will provide support and intervention and apply safeguarding procedures as appropriate.

The school has a zero-tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the Safeguarding and Child Protection Policy and Safeguarding Procedures.

Punishments which are not permissible

Corporal punishment is against the law and is never used or threatened. This prohibition applies to all members of staff living or working on the premises and those acting “in loco parentis”, such as unpaid, volunteer supervisors, during any activity, whether or not within the school premises.

Teachers must not use *group punishments* to sanction the many for the misdemeanours of the few. *Sanctions must be justified, proportionate and necessary.*

Recording incidents

EYFS/Junior School	Senior School
Pupil sanctions are recorded on CPOMS and monitored regularly for patterns of behaviour to be identified. A log of bullying incidents is kept on CPOMS. A restricted access register of sanctions for serious misbehaviour is kept electronically.	All sanctions are recorded on SIMS to allow patterns of behaviour to be identified. A log of bullying incidents is kept on CPOMS. A restricted access register of sanctions for serious misbehaviour is kept electronically.

Verbal warning.

EYFS/Junior School	Senior School
A teacher may give this reprimand at the time of any minor infringement for behaviour which is poor or counterproductive to learning (poor homework, persistent lack of equipment, lateness etc).	A teacher may give this reprimand at the time of any minor infringement.

Loss of privilege

EYFS/Junior School	Senior School
For more serious issues (eg: serious disruptive behaviour or physical interactions), pupils will miss morning or lunch breaktime and sit with staff or outside the Junior Head's office. Parents are always informed – both sets with any negative physical interaction. Occasionally, poor behaviour may result in an internal exclusion, where the pupil is removed from general circulation but remains in school and completes work with a member of SLT. This is used only in exceptional circumstances and after consultation with the Headmistress.	May include missing break or lunch time and must be recorded on SIMS (under 'detentions') Occasionally, poor behaviour may result in a day's detention where the pupil is removed from general circulation but remains in school and completes work with a member of SLT. This is used only in exceptional circumstances and after consultation with the Headmistress.

Senior School Sanctions

Demerits

Issued for behaviour which is poor or counterproductive to learning (lack of effort, persistent lack of equipment, lateness etc). In most cases, the number of demerits to award is automatically generated in SIMS when recording sanctions, although this can be adjusted manually.

Detentions

Detentions may be awarded by teachers for persistent infringements, allowing the pupil to reflect and make a "course correction" in their behaviour. Parents and Guardians would be notified of anything for which a detention after school hours is necessary by telephone or email. Detentions must be recorded by the member of staff who sets them on SIMS and are carefully monitored by the Head of Year to identify pupils who require further support and intervention.

Break and Lunchtime Detention

Low-level incidents e.g., poor punctuality, is predominantly dealt with at a teacher-pupil level. Pupils should have reasonable time to eat, drink and use the toilet if a detention is set during the lunch hour. Form tutors will issue a detention for an accumulation every three late registration marks.

After School Detention

For a more serious issues (e.g., serious disruptive behaviour, repeated failure to submit homework after an initial verbal warning and extended deadline) teachers may set an after-school detention having considered whether to do so is reasonable or whether it would compromise a child's safety. A detention notification giving parents at least 24hrs notice must be sent and an acknowledgement received. Appropriate work will be set.

Detentions will be issued by a HOY on the accumulation of 5 demerits. Failure to attend detention for a valid reason will be reported to the Deputy Head (Pastoral) who will see the parents of any pupil receiving several detentions.

Occasionally, poor behaviour may result in a day's detention where the pupil is removed from general circulation but remains in school and completes work with a member of SLT. This is used only in exceptional circumstances and after consultation with the Headmistress.

For more serious or repeated misdemeanours, pupils may be required to attend a morning detention on a Saturday with a member of SLT.

Homework

Demerits are not issued for failure to complete homework. Missing homework is dealt with by the subject teacher and persistent failure to complete homework will be referred to the Head of Department. A pupil will be given a verbal warning the first time they fail to submit homework without a good reason, and this will be recorded on SIMS as late homework. Further failures to submit homework will be sanctioned with a detention in the lunch hour or after school. Persistent failure to submit homework will be managed by the Head of Department who may decide to put the pupil on a monitoring report.

Pupil Behaviour Report

May be issued by a HOY to monitor a girl's performance across lessons if persistent patterns are identified which indicate a pupil is in need of intervention and guidance. Parents will receive a copy at the end of each week. The HOY will agree targets for improvement with the pupil to encourage progress.

Pastoral Support framework: Monitoring, Support and Intervention

Through the pastoral and guidance systems the school has staff (Form tutors Phase Leaders and HOYs) whose role is to support pupil welfare and wellbeing. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring behaviour which gives rise to concern.

Pupils with SEND and additional needs

The school accepts that for a wide variety of reasons (such as having a special educational need, disability or mental health issue) some pupils require additional support in order to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions in order to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal provision, placement on a behaviour or pastoral support programme, and use of external expertise. Any necessary sanction will be considered in relation to a pupil's individual needs, and reasonable adjustments will be made where appropriate to ensure all pupils with additional needs can meet behavioural expectations.

Monitoring behaviour

Bromley High School monitors on the efficacy of its behaviour policy as well as recording and reflecting on individual pupils' behaviour in order to identify patterns for that child and for the school as a whole.

This is carried out in a number of ways:

- through the tracking and monitoring data provided through SIMS and CPOMS for individual pupils and form groups as a whole.

- through regular reflection by Heads of Year in HOY meetings and individual meetings with the Deputy Head, Pastoral or Deputy Head in the Junior school, during which behaviour patterns are reviewed to assess pastoral need.
- through reflection at SLT of the serious pastoral incidents log, anti-bullying log and serious sanctions log.
- through termly reports to the governors.

Promotion of Good Attendance

When attendance falls *Below 98%* the Form Tutor reminds individuals of the need for good attendance

Below 95% attendance is referred to the Head of Year and parents are notified.

Below 90% to be referred to the Junior School Deputy Head (Pastoral) to action. The Headmistress is informed and the Local Authority alerted if deemed appropriate.

Parents are notified of cumulative attendance on interim and written reports.

Punctuality

Senior school pupils who are persistently late for school must be reported to the Deputy Head (Pastoral). Senior school pupils who are late for lessons will be issued with a *verbal warning* or *demerit*.

The Head of Juniors will contact parents of any pupil who is consistently late for school.

Searching, Screening and Confiscation

The school acknowledges its duties and responsibilities under the applicable education legislation and guidance in respect of searching, screening pupils and confiscating items. The Head, or any member of staff authorised by the Head, may search a pupil or their possessions for any item with consent, and where we have reasonable grounds to suspect a pupil may have a prohibited item or any other item banned by the school rules, without consent. This process will follow the recommended DfE procedures with due consideration for the safety and welfare of all pupils and staff involved. The DSL will be informed without delay if a search reveals a safeguarding risk initiating safeguarding processes as appropriate. In certain circumstances the police may be involved.

Prohibited items are:

- Knives and weapons
- alcohol, illegal drugs, tobacco and cigarette papers
- stolen items,
- fireworks,
- pornographic images,
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury to, or damage to property of, any person (including the pupil)
- any item banned by the school rules and which has been identified in the school rules as an item which may be searched for. The list of items banned by the school include e-cigarettes or vapes: aerosols

As a general rule, school staff can seize any prohibited or banned item found as a result of a search, and any item however found which they consider to pose a risk to staff or pupils or to be evidence in relation to an offence. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so. Any search for a prohibited items will be recorded on CPOMS and parents will be informed.

The person carrying out the search must be female (the same sex as the pupil) and in the presence of a witness, also female. If the search reveals any weapons, controlled drugs or other substances, child pornography and any article that has been (or is likely to be) used to commit an offence, the school will notify the police and hand over confiscated items. Other items may be handed to the police, retained or disposed of. They will not be returned to the pupil.

Where an electronic device expressly prohibited by the school rules is found or that the person conducting the search suspects has been or may be used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is good reason to do so. In determining a 'good reason' the member of staff should reasonably suspect that the data or file on the device in question has been, or could be used to cause harm, to disrupt teaching or break the school rules.

For further information see [Searching, Screening and Confiscation July 2022](#)

Use of reasonable force

The school acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils. Force may not be used to search for items banned under the school rules and must never be used as a punishment.

Staff should be aware of not putting themselves at risk, and reasonable force should only be used as a last resort in the following circumstances:

- in self-defence
- to prevent immediate danger / injury to the student concerned, any other students, staff, volunteer workers
- to prevent a pupil from leaving a classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent potentially significant damage to person or property
- to remove a disruptive pupil from the classroom where the pupil has refused an instruction to do so.

Staff should take a calm, measured approach to a situation and never give the impression that they have lost their temper, are acting out of anger, frustration or to punish the student. Safe methods of restraint must be used for the **shortest period** and with the **minimum amount of force** necessary to secure the safety of people and property. The use of restraint must not degrade the student in any way.

Physical intervention could be:

- Physically interposing between pupils or blocking a pupil's path
- Touching, holding, pushing, pulling or leading a pupil by the arm
- Shepherding a pupil away by placing a hand in the centre of the back
- In extreme circumstances using a more restrictive hold
- In exceptional circumstances, when there is an immediate risk of injury (e.g. to prevent a pupil from running onto a busy road) staff may need to take any necessary action that is consistent with the concept of 'reasonable force'

School staff should always try to avoid acting in a way that might cause injury. Staff should note that inappropriate use of force or excessive force may result in disciplinary action or criminal damages claims.

Physical contact may be necessary, for example, in PE lessons, sports coaching, DT, DofE or to administer first aid. Contact may be appropriate to comfort a child in distress. Staff should be aware that physical contact between teachers and pupils can be misconstrued. They are therefore advised to keep physical contact to a minimum and to use it only when it is essential.

For further detail please see [Use of reasonable force July 2013](#)

Recording incidents:

Immediately following an incident, the Senior Leadership Team in the relevant section of the school should be informed and then a written report should follow. Staff should consult with the senior manager before writing the report and should always keep a copy.

Parents/Guardians should be informed orally and then in writing. In the Junior school a face-to-face meeting with parents will be held.

In the EYFS a log is kept of all physical interventions on CPOMS. Parents are informed on the same day or as soon as reasonably practicable.

Malicious Allegations and Violence against Staff

The school recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff and has procedures for dealing with such concerns. However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff. Violence against a member of staff is unacceptable and will almost certainly result in removal from the school.

Staff Support and Development

Staff are supported in their implementation of the Discipline and Behaviour for Learning Policy through the guidance and leadership of the Deputy Head (Pastoral) and other pastoral staff, regular pastoral meetings and periodic staff training.

Promotion and reinforcement of policy:

- Code of Conduct to be promoted and discussed in each form at the beginning of every year with the Form Tutor.
- Policy to be discussed and approved by School Steering Group.
- Policy made available on the school website.
- Policy to be updated and reviewed annually.

Related Policies

This policy operates in conjunction with:

- School Safeguarding and Child Protection Policy and GDST Safeguarding Procedures
- Anti-Bullying Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs Policy

Legal/guidance framework

- Behaviour in Schools: advice for headteachers and school staff (July 2022)
- Keeping Children Safe in Education (September 2023)
- Mental health and behaviour in schools (November 2018)
- Searching, screening and confiscation: advice for schools (July 2022)
- Use of reasonable force; advice for head teachers, staff and governing bodies (July 2013)
- Independent Schools Standards Regulations 2014
- Equality Act 2010 and SEND Code of Practice (January 2015)