

Behaviour Policy

This policy also applies to EYFS pupils and children in our Nursery Provision

The policy of Bedford Greenacre Independent School is to promote good behaviour by setting rules, educating the pupils and good consistent teaching and classroom management. The ethos of the school supports good behaviour through effective pastoral care. Our rewards and sanctions systems promote good behaviour at all times.

The school ensures that staff remain vigilant at all times and challenge any signs of child-on-child abuse.

This policy follows DfE advice from: *Behaviour and Discipline in Schools (2016)*; *Behaviour in Schools: Advice for Headteachers and School Staff (Feb 2024)*; *Keeping Children Safe in Education (2025)*. Use of reasonable force. Advice for headteachers, staff and governing bodies: July:2013.

Part time timetables are not used for behavioural management – only for health reasons.

The Principles

Bedford Greenacre Independent School believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. We seek to create an inclusive caring, learning environment in the school by:

- Promoting desired behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring equality and fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Public displays of affection (PDA)

We rely on the good sense of our school community to behave decorously, this includes pupils. Therefore, all students are expected to refrain from unacceptable public displays of affection whether in school, on school grounds, on buses, or at any sponsored event, on school grounds or elsewhere.

Unacceptable public displays of affection include, but are not limited to, any embracing and/or kissing, inappropriate touching, and touching of a sexual nature. Unacceptable public displays of affection at school will incur sanctions.

REWARDS (details of Rewards Procedure is outlined in Appendix 1)

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour. The school rewards system encourages good behaviour.

This document outlines the rewards systems used at Bedford Greenacre Independent School so that parents and pupils are familiar with the purpose and the range of rewards in use.

The purpose of our rewards systems is:

- To motivate and encourage pupils.
- To recognise pupils' effort and achievement.
- To reinforce the school values, aims and ethos.
- To recognise and reward pupils' contribution and commitment to the school.

We believe:

- that all pupils (irrespective of ability) should have access to an equitable and inclusive reward system.
- that the reward system should be seen to be fair and consistently applied across subjects and between staff.

We recognise that individual pupils are motivated by different rewards and that, as pupils mature, their response to rewards changes. The schools acknowledge this by providing a comprehensive range of rewards.

The school operates a formal and structured rewards system. This comprises a progressive core range of rewards which are consistently applied according to the Rewards Procedure.

The school complements this structured system with a wide range of additional rewards including one-off ad-hoc and informal rewards and the day-to-day praise given by staff.

The assessment and marking procedures also complement the rewards system through the positive written and oral comments, praise and grades given in response to pupils' work.

Whole school events and celebrations also contribute. The following list is not exhaustive but gives some exemplars:

- School Publications

- Celebration Assemblies
- Privileges around the school
- Mufti Days

In accordance with the principles set out in this document staff are encouraged to praise pupils at every opportunity.

The aim of the school is to encourage a positive attitude towards work and behaviour and to foster a pride in both appearance and the school itself, thus aiming for, and achieving, high standards in all aspects of school life.

Roles and Responsibilities

Teaching staff should ensure that they:

- Apply consistency, in line with guidance and procedures, when giving rewards
- Monitor pupil's achievements and progress.

Senior Leaders should ensure that they check that staff apply consistency, in line with guidance and procedure, when giving rewards.

DISCIPLINE AND SANCTIONS (details of Sanctions Procedures is outlined in Appendix 2)

The primary purpose of any system of sanctions is to enable positive support for pupils who are, for whatever reason, not abiding by the school's expectations with regard to work, behaviour or organisation. The sanctions procedure allows pupils to make mistakes but learn from them. Each stage of the sanctions procedure is designed to give pupils both strategies and opportunities to make the required improvements. In order to be effective the sanctions system needs to be progressive and consistently applied. Discipline in our school is a complex and on-going process and requires the constant attention of every member of staff, though this may be in very different ways according to circumstances and the ages of the pupils concerned. Under no circumstances will corporal punishment be administered or even threatened to a pupil.

Routine classroom management is the responsibility of the teacher in-situ and infringements of general classroom expectations are dealt with immediately by that teacher. The same sanctions should also apply when infringements occur outside the classroom. It is the responsibility of all staff to deal with such incidents wherever they occur around the school. This is for the mutual benefit of all pupils and staff. The Class/Form Teacher should always be informed and, if applicable, the Head of Juniors or Assistant Head Pastoral should also be informed. All members of staff work together to support the Senior Leadership Team and ensure that the school rules are adhered to both in and out of the classroom

Positive behaviour management is the clear responsibility of every member of staff, in all aspects and all the time, not just in their own area of particular responsibility, or when they are officially 'on duty'.

Communication with parents is also important and a full and comprehensive log of misdemeanours allows the school to inform parents clearly about how their child is coping with the varying demands of school. Most importantly it allows pupils to monitor and modify their own work and behaviour.

If the education that we offer is to prepare our pupils for life outside school in the future, then discipline needs to be taught as an essential part of life skills. Pupils must grow up to understand the need for discipline and self-discipline, and the advantages that this has, both within school and in society as a whole.

The aim should be that pupils will be able to leave school, capable of making the right decisions over matters of discipline, and for sound reasons. This will enable them to cope well and positively as members of the community in which they will live and work.

Above all, we must take a collectively firm and fair approach to discipline. It is therefore essential that we all agree the standards to be maintained, and that we all enforce these uniformly at all times. Pupils must



have reasons given for our rules, which imply that the rules must be reasonable. That being said, once stated, we cannot accept any argument or diversion from these rules.

Young pupils do need firm guidelines and they like to have the boundaries clearly set. Equally, we must be consistent in what we do. Pupils are very quick to spot the differences between members of staff, and often, to play one off against the other.

There are two main areas in which we need to enforce discipline.

Work

This is an area of discipline that pupils need to learn; for many pupils, it takes time and patience, together with firmness from us. Ability varies greatly within the school and this must be taken into account. However:

- Work must be done when set.
- Deadlines must be met.
- Work handed in should only be accepted where there is evidence of effort having been made that is commensurate with the ability of the pupil.

This can give some difficulty where there is a very diverse spread of ability within the group.

Behaviour

Pupils must learn what is and what is not acceptable, to respect each other's differences, and to respect the community and the environment in which they live. They need to learn appropriate behaviour. This requires firmness, understanding, patience, explanation, and often, sanctions.

There are few pupils who really behave badly. In these cases, there is usually another problem, which is aggravating or possibly causing the behaviour pattern. Often, this is nothing to do with school, though that does not make it any easier to cope with. However, in such cases, we do need to take a different line.

Punishment on its own is not likely to solve the problem. We need to try to find out the cause of the problem in order to help and this may prove difficult. Much will depend on the attitude of the parents and possibly the help that we can get from outside agencies.

It is our responsibility to try everything that we can to sort out a pupil's problems and not just reject the pupil as 'trouble'. We cannot sort out all problems, and some will, and do, prove beyond us but we must try everything that we can in a positive way to succeed.

Bullying behaviour in any form is unacceptable and it will not be tolerated. This includes cyberbullying, gender-based violence/sexual assaults (such as sexual touching/assault or initiation/hazing type violence), sexting and 'banter'. All cases will be treated as Safeguarding issues and the procedures outlined in our Safeguarding Children Policy will be followed.

Some of our pupils have difficulties, which will affect their behaviour or their work, and this must be understood for each pupil when it comes to reviewing their performance. There are those who have conditions affecting organisation, tidiness, speed, memory and processing in their work. There are those who have conditions that may often make their way of speaking or behaving appear, on the surface, to be inappropriate. All these pupils need our understanding when we are dealing with them in all aspects of their school life. Of course, discipline of behaviour and work are most important and we must tackle it. We cannot let pupils off or ignore faults just because they have problems. However, whilst other factors are not an excuse for their faults, they are often a reason, and these need careful balancing.

We need therefore to approach sanctions with perhaps two questions:

- What response do I want from the pupil?

- How will my action improve the situation for the future?

Bearing in mind our objectives, we then need to move through a series of steps before arriving at major sanctions:

- Talking to the pupil, explaining what is wrong and advising on/asking for better.
- Asking the pupil to repeat work or complete a task in their own time, giving the pupil a chance to put matters right.
- If no further progress is made, try to enlist the help of the parents. This can be via MS Teams, diary, email, or a brief phone call. Emphasise the positive aspect of 'trying to help' the pupil.
- Detentions will be given in line with this policy.
- Internal exclusion from particular sessions.
- Temporary exclusion.
- Permanent exclusion.

Ultimately, the best way to deal with these issues is by resolving them before they become problems. This usually means by good, positive classroom management. It is also of paramount importance that parents are fully informed throughout the process. At what point they are brought in for a meeting will depend on the nature of the problem.

E-Safety/Phones

Incidents of inappropriate or illegal misuse involving digital technology, both in and out of the schools, will be dealt with as soon as possible in a proportionate manner. Further details of disciplinary procedures regarding E-Safety are outlined in the E-Safety and Acceptable Use Policy.

Behaviour at the school includes explicit treatment of mobile phones and this links to the new DfE mobile phone guidance CWSA2026 – Have regard to duty.

Phones must be handed in on entry to the school and not returned until deregistration. No phones are used with the school building.

The 6th form pupils are only able to use phones at break and lunch and on in social area. These will remain in phone safes in the common room for the rest of the day.

Sixth Form

If a member of staff has cause to discipline a Sixth Form pupil for misconduct, failure to meet deadlines, or punctuality/attendance issues, the following procedure will be followed.

Level 1 – Verbal warning by member of staff

Level 2 – Form tutor made aware (email to parent/guardian)

Level 3 – Head of Sixth Form involvement (email to parent/guardian). Consequences may

include:

Privileges removed including study room, phone confiscated, restrictions on leaving site.

Level 4 – Deputy Head involvement.

If the pupil does not co-operate with the process or is involved in a serious incident that cannot be dealt with at level 2, they will be called to an interview with the Deputy Head Teacher and the Head of Sixth Form. Consequences may include:

- An interview with you and your parents
- Monitoring report with targets

- A period of exclusion from school
- Leaving the Sixth Form

Junior School

The named member of staff who has overall responsibility for issues concerning behaviour is Mrs Brewer, Junior School lead. In her absence the named deputy is Mrs Van Der Sande.

In the Junior School, we aim to provide a safe, supportive and caring environment in which children can develop to their full potential as individuals. We believe children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. We will encourage positive, caring and polite behaviour, giving praise when due to develop an environment where children learn to respect themselves, other people and their surroundings.

Staff use a variety of methods and strategies to encourage positive behaviour from Assembly themes to Circle Time in class. We broadly follow the Social and Emotional Aspects of Learning topics which, amongst other things, encourage positive self-image, kindness and friendship.

EYFS (Nursery and Reception)

The named EYFS member of staff who has overall responsibility for issues concerning EYFS behaviour at BedfordGreenacre Independent School is Mrs Soul; Miss Niro has that responsibility at BGIS Nursery.

We operate a Key Person system, which enables staff to build a strong and positive relationship with both children and their families. In the case of misbehaviour, it is made clear to the child/children in question that it is the behaviour and not the child that is unwelcome. How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstance surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done.

Parents will be informed if their child is unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the school.

Through partnership with parents/carers and observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, an individual and tailored behaviour plan may be implemented.

We help children to understand the effect that their hurtful behaviour has had on another pupil; we do not force a pupil to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt. We never send children out of the room. Any pupil who displays unsociable or aggressive behaviour should be withdrawn from the group or activity in order to calm down. Staff will discuss the incident with the pupil, encouraging them to consider their actions. The pupil must not be left alone or be out of sight.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not problematic or aggressive. We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to goodies and baddies and as such offer opportunities for us to explore concepts of right and wrong. We try to tune into play, perhaps suggest alternative strategies for heroes and heroines, making the



most of teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolutions.

Children under 3

We recognise that strategies for supporting this age group will need to be developmentally appropriate and differ from those for older EYFS children. We recognise that babies and very young children are unable to control their own emotions such as fear or anger and require sensitive adults to help them do this.

We focus on ensuring a pupil's attachment figure in the setting, their Key Person, is building a strong relationship to provide security for the pupil. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help promote understanding of their feelings and/or resolve any issues. If tantrums, biting or fighting are frequent, we try to find the underlying cause – such as a change or upheaval at home, insufficient language or change of carers. Sometimes a pupil has not settled in well and the behaviour may be a result of separation anxiety. We will work closely with parents and carers to discover reasons and respond to the child's needs.

Contacting parents

As with the Physical Contact and Restraining Policy (a separate policy), parents will be informed the same day or as soon as reasonably practicable if a behavioural event has occurred.

Learning outcomes for ALL pupils from our Behaviour Policy:

- Pupils become more understanding citizens within the school and society
- Pupils have aspirations to succeed and do well
- Pupils understand the differences between right and wrong
- Pupils have improved self esteem
- Pupils have an improved sense of achievement
- Pupils become spiritual, non-materialistic citizens
- Pupils have respect for others and respect diversity
- Pupils have an enhanced sense of pride in their work and behaviour

Appendix 1: REWARDS

JUNIOR SCHOOL

In the Junior Department, we recognise the benefits of positive reinforcement through praise and support. We ensure that pupils are given the opportunity to succeed. Staff use a variety of methods and strategies to encourage positive behaviour from Assembly themes to Circle Time in class. We use our Personal, Social, Health and Emotional teaching to reinforce and encourage positive self-image, kindness and friendship. Stickers, House Points and Certificates are also used.

Golden Time (up to Year 2)

Golden Time is a time for relaxation and fun and is a reward for good behaviour and hard work. This special time, which everyone looks forward to, is an essential part of the school week and a celebration of pupils' successes. Pupils earn their Golden Time by working hard and behaving well. Teachers provide a variety of fun activities for the pupils to enjoy. Pupils who have worked hard all week are rewarded with the full 30 minutes of Golden Time. Pupils who have repeatedly misbehaved or have avoided working lose Golden Time in 5 minute blocks. They have opportunities to earn this back.

House Points

These are awarded for progress, effort, achievement and service, and are awarded as single points. House Points are recorded on our information system and parents can check this at any time. Certificates are then awarded at school assembly for 25, 50 and 75 House points. House Point badges are awarded as follows: 100 House Points (silver badge) 150 House Points (gold badge).

The criteria for which House Points are awarded:

- Academic excellence
- Academic endeavour
- Consistently demonstrating exemplary behaviour
- Extra-curricular commitment and endeavour

This is only a guide for staff, pupils and parents/guardians. The awarding of House Points is at the discretion of school staff whose decision on the matter is final.

Examples of acts for which House Points may be awarded:

- Producing work or homework which displays consistent commitment to studies or evidence that the pupil has gone 'above and beyond'
- Demonstrating determination and effort in a piece of work
- Being helpful and supportive to members of the school community
- Notable achievement in sports or the arts

As a guidance, an exemplary pupil could expect to be awarded 3 to 4 House Points per week. Points accumulate over the three terms. A trophy is awarded to the winning House.

Junior Positions of Responsibility:

Anyone appointed to these roles must be able to demonstrate commitment to the school and involvement in the life of the school e.g. work effort.

- **Junior Representative(s):** one or two pupils are chosen from Year 6 to give general assistance in and be ambassadors for the Junior School.
- **Junior House Captains:** A pupil from each house is chosen in Year 6 to act as focal points for their individual house.
- **Junior Sports Captain:** Sports captains are allocated in Year 6. Their main role is to assist in the organisation of House teams across the range of House sporting events
- **Wellbeing Ambassadors:** are chosen at the start of the academic year from Year 6

SENIOR SCHOOL

Colours Awards

The awarding of Colours is decided by the staff and is linked to the criteria set out under each heading shown. Being awarded colours is a great honour and pupils need to demonstrate long-term commitment in order to be considered for the award. Pupils should show exemplary behaviour and should not have received serious sanctions. Full colours are the ultimate award and therefore have very challenging criteria. There may be some flexibility for extenuating circumstances or alternative evidence of outstanding merit.

Full Colours Academic Criteria

- Achieve 9-7 grades in all GCSE examinations entered for in Year 11, and A-B in Sixth Form
- Receive six nominations from Heads of Department
- Effort grades excellent at all times
- Pupils will go on to study A levels

Half Colours Academic Criteria

- Achieve 9-7 grades in all modules/present grades sat in one academic year
- Receive 4 nominations for progress from Heads of Department
- Effort grades excellent most of the time

Full Colours Sports Criteria

- Always present at training
- Represent the school without fail
- Play at a high level for school and/or club
- Demonstrate good sportsmanship
- To play in a variety of different sports without being selective
- Participate in all activities if asked to by the school e.g. Cross-country
- School always comes first attitude

Half Colours Sports Criteria

- Attend practice regularly in a variety of sports
- Represent the school on a regular basis.
- Play at a high level – school and club
- Demonstrate good sportsmanship.
- Always prepared to say yes to the school if required
- School always comes first attitude

Full Colours Arts Criteria

- Always present at rehearsals, orchestra or choir
- To be an exceptional practitioner, show pride in the school's arts work
- Perform to an outstanding level
- Enthusiastic and take direction and idea development positively
- Be a consistent role model to fellow pupils/around the school
- Develop other pupils' knowledge and skills of the arts
- Always participates in plays, exhibitions and musicals if asked to

Half Colours Arts Criteria

- Attend rehearsals regularly
- Take part in at least one whole school performance including backstage and front of house.
- Listen to feedback and act on it
- Respected for both talent and hard work
- Engage in more than one different type of arts-based activity

Senior Positions of Responsibility:

Anyone appointed to these roles must be able to demonstrate commitment to the school and involvement in the life of the schools e.g. work effort.

- **Head Students team:** are roles of prominent representative pupil responsibility. They are responsible for representing the school at events, serve as good role models for the pupils and share pupils' ideas with the Schools' Leadership Team.
- **Senior Prefects:** The prefect body represents the public face of the senior school. Prefects have a responsibility to demonstrate exemplary behaviour and a positive and willing attitude in supporting and maintaining a positive ethos at Bedford Greenacre Independent School.
- **Senior Sports Prefects:** A member of the prefect team from each house is chosen to act as sports captain for their individual house.
- **Senior House Captains:** A pupil from each house is chosen in Year 11 to act as focal points for their individual house.
- **Senior Sports Captains:** Sports captains are allocated in Years 10/11, their main role is to assist in the organisation of fixtures and practices.
- **Form Captains:** are chosen by members of the form at the start of the academic year.
- **Wellbeing Ambassadors:** are chosen at the start of the academic year.

General Recognition of Achievement

We recognise that achievement may occur outside school and we are willing to present any certificate or medal that pupils would like recognised at assembly. In this way we enable every child to have the opportunity to be proud of their achievements.

Termly Commendations

Termly Commendations recognise academic and other achievements. Pupils who have shown that they have demonstrated a high level of work ethic or commitment and are good citizens are celebrated in end-of-term assemblies.

Principal's Award

An award is given by the Principal to any pupil who shows outstanding progress or performance.

Pupils externally excluded from school will not be eligible for a prize at the annual prize giving assembly.

Appendix 2: SANCTIONS

JUNIOR SCHOOL

Junior School classes follow this procedure in the case of unacceptable behaviour:

1. Members of staff gives verbal warning(s)
2. Remove pupil from situation for 1 minute to consider their behaviour
3. Lose some of their Golden Time in blocks of 5 minutes depending on the severity of the behaviour.
4. See Head of Juniors
5. See Deputy Head

The sanction used will depend on the severity of the behaviour and will be at the discretion of the member of staff. In cases of severe misconduct, the procedure for exclusion will apply (see Exclusion policy).

For persistent misbehaviour, we aim to work collaboratively with parents to promote positive behaviour. This may include Reflection Books, daily/weekly Communication Books, Smiley Face Cards or Behaviour Charts.

Sanction Points

The Sanction Points system aims to give a quick and meaningful response to unwanted or unacceptable behaviour. The list of misdemeanours detailed below gives examples to promote consistency in the application of the behaviour policy. It is not an exhaustive list. Professional judgement is required. Some stages may be omitted for more serious offences. Sanction Points are introduced in **Year 6**.

SENIOR SCHOOL

Stage 1 – Verbal Warnings

This stage provides pupils with the opportunity and support to put things right before more formal sanctions are issued. When issued with a warning, pupils should be given assistance to correct their misdemeanour.

For example:

- Outline clear expectations
- Discuss actions to improve
- Show exemplars
- Ask pupil to repeat work or complete a task in their own time
- Extend homework deadline with warning/parent note
- Move seats
- Withdrawal of privileges
- Break/Lunchtime subject teacher detention to implement corrections
- Cool down period (This could include going with an LSA for a period of time, using the flexi area or pods to complete work)

Stage 2 – Sanction Points

Sanction Points will be issued if a pupil has not made the improvements required in Stage 1 and are recorded on our information system. This provides a log of misdemeanours that can help to identify patterns, which can be addressed by form teachers and senior staff. The Sanction Points can also be viewed on our information system by parents and clearly inform them how the pupil is coping with the varying demands of school. Most importantly, it allows pupils to monitor and modify their own work and behaviour.

Each incident will be dealt with according to the individual pupil concerned. Teachers will always use their professional judgement to ensure any action taken is appropriate. For example, many pupils have organisational difficulties, which are related to their specific learning difficulty. It would be wrong to give them sanction points for poor organisation unless the teacher is confident that the pupil could have organised him/herself better.

Normally one sanction point will be awarded for each misdemeanour; however, more serious matters may warrant a significant number of Sanction Points. Sanction Point totals return to zero at the beginning of a new term.

1 Sanction Point can be issued for: This list is not exhaustive

Organisation	Work	Behaviour
- No Homework - No Equipment/book - No Planner - Late to school or lessons - Incorrect uniform (including make up or jewellery)	- Unacceptable effort - Poor standard of work/progress relative to ability	- Talking when asked to be quiet - Off task - Distracting others - Eating/drinking in class except water - Dropping Litter - Overly boisterous

5 Sanction Points can be issued straight away for the following more serious issues: This list is not exhaustive

- Persistent disruption of learning
- Answering back/defiance
- Verbal aggression towards peers or staff
- Inappropriate language
- General poor behaviour on the playground or in unstructured time
- Inappropriate drawing

10 Sanction Points can be issued straight away for the following more serious issues (SLT detention on a Friday Evening for 2 hours). This list is not exhaustive

- Unauthorised use of mobile phone – phones should not be used at any time on the school premises including before and after school, unless given permission.
- Intentional failure to hand in mobile phone
- Truancy or leaving lesson without permission
- Graffiti
- Damage to school property
- Dangerous behaviour
- Unauthorised use of the lift
- Inappropriate use of technology
- Not wearing seatbelt
- Swearing
- Chewing gum
- Public displays of affection
- Physical aggression
- Theft

Stage 3 – Form Teacher Lunchtime Detention

When a pupil has accrued 5 sanction points a 30-minute lunchtime detention will be given by the Form teacher. The Form teacher will review corrective behaviour strategies with the pupil and, if appropriate, place the pupil on report. Parents will be informed by email.

Removal of a Pupil from Class

This action will be taken for extreme misconduct or antisocial behaviour which disturbs the learning process for the rest of the class. In these instances, a pupil will be removed to a place which is supervised. The pupil may be removed for some, or all of his/her lessons, for a short period of time. The length of this would be at the discretion of the member of the Senior Leadership Team dealing with the incident but could cover all the pupil's lessons, lunchtime and free time within the school for a stated period of time.

Searing, Screening and Reasonable Force

Staff at BGI may search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or item that they reasonably suspect could cause harm or damage. Searches, in most cases, will be carried out with two adults, one of which will be a member of SLT. When an SLT member of staff conducts a search without a witness, they should immediately report this to the DSL and Principal. Items that are found, that fall into one of the above categories, will be confiscated.

Pupils will be screened on entry to an exam to ensure they are not in possession of a mobile phone or other banned items as outlined by JCQ regulations.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Any use of reasonable force should be reported to the DSL and Principal.

Restrictive interventions

Please refer to the restrictive interventions policy on the website.

Searching, screening and confiscation

As with Government guidance, only reasonable force is permitted when a pupil is suspected of concealing an illegal item

On Report

When pupils are placed 'on report' they will be asked to target a specific area for improvement. All lessons and free time are closely monitored and staff responsible will sign and make any relevant comments on the report.

It is the pupil's responsibility to hand the report sheet to each teacher at the start of each lesson, to ask that all spaces are signed and to keep the report in a respectable condition. The form teacher will spend time at the end of each day discussing the events and offer advice and support. Close parental input and supervision is vital and parents must also sign and add daily comments on the report.

Pupils are usually on report for one week, but this may be extended as appropriate.

Stage 4 – Senior Leadership After School Detention

When a pupil has accrued 10 Sanction Points, a 2 hour after school detention will be given by a member

of the Senior Leadership Team (SLT). The SLT member will review corrective behaviour strategies and, if appropriate, will place the pupil on SLT report. A detention letter will be sent to parents. During an SLT detention pupils may be asked to perform acts of service to the school such as cleaning the minibuses or litter picking. Few pupils are expected to reach this stage and monitoring of the pupil's work and behaviour as well as additional support in school and at home will be essential to avoid reaching the next level of sanction.

Stage 5 – Exclusions (please see the Exclusion Policy)

Internal exclusion

Internal exclusion varies in length from one to three days. Pupils will spend each day working alone on tasks appropriate to the lessons the pupil is missing. They will spend break time and lunchtime supervised away from the rest of the class.

Pupils who have reached this stage of sanction have either committed a serious offence or have received more than 15 Sanction Points within a term and have clearly not responded well to the support provided at school and at home. The Deputy Head/Principal will meet with the pupil and their parents to discuss an individual support strategy to improve the pupil's disciplinary record.

Examples of serious offences:

- Persistent disruption and defiance affecting others learning
- Fighting/Violence/aggressive conduct
- Bullying
- Racist, homophobic, prejudice or discriminatory behaviours

Temporary or permanent exclusion

Continued lack of response to sanctions or serious incidents will result in a pupil being suspended from School for a period of time (temporary exclusion) or permanently. This would normally only be used after the Deputy Head/Principal had consulted with parents over a significant period of time, or for particularly serious offences that the school take a Zero-tolerance approach to, including but not limited to: Tobacco or Nicotine in any form, drugs or drug paraphernalia, vapes or e-cigarettes, any item resembling a weapon of any type, sharp or dangerous objects, e-scooters, any article that a member of SLT reasonably suspect has been, or is likely to be used to commit an offence or to cause personal injury or damage.

Permanent exclusion

The critical factor in deciding this will be the effect that the pupil is having on both other pupils in the school or the staff or that the pupil is bring the school's name into disrepute.

For further details on exclusions and the right to a review, please see the Exclusion Policy.