



The Behaviour Management Policy

Date: September 2025

Author: Headmaster

Review Cycle: Annually

(interim due to upcoming

Introduction of Class Charts)

Next Review Date: December 2025

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

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

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

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

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

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

**Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Atlantic Data (DBS)
Educare (online CPD)**

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

The policy is applicable to all pupils in the school.

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

- Appendix A: Bredon School rules
- Appendix B: Uniform Standards Years 3 to 11 and Sixth Form dress code

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

- Deputy Head Pastoral & Safeguarding (school day)
- Director of Pastoral and Wellbeing
- Head of House (school day)
- Prep School coordinator (school day)
- Director of Boarding (evening and weekends)
- Senior Houseparent (evening and weekends)

Introduction

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

While supporting young people through their educational journey, the school offers them a wide range of opportunities, aiming to equip them with the knowledge and skills needed for life. This not only involves making them proficient in literacy and numeracy, but also embracing the all-important values and principles as stated in the school ethos and with a belief in fundamental British values. We aim to present a balanced view of the modern world to our pupils with an appreciation of the inter-dependence of its peoples. We strive to develop respect for all, based on strong moral values, tolerance toward others and an appreciation of diversity. Standards of behaviour at our school are clearly stated and good behaviour is expected and encouraged by appropriate systems of reward and, where required, sanctions. We aim to foster an environment where pupils are positive about their learning and all other members of the school community.

In accordance with the school's principle to ensure everyone is treated as an individual and with respect by other members of the community, the school takes a firm stance on bullying. The Deputy Head Pastoral & Safeguarding, Heads of House and tutors are tasked to manage this negative behaviour in whichever form it arises. Pupils are reminded regularly (in assembly and by Personal Tutors/HoH) that they must inform staff, parents or guardians if they have concerns. This message is reinforced through lessons and the information on noticeboards. These have details of important telephone numbers of the Independent Listener, Childline, etc. and also key members of staff who would help if bullying were to occur.

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

Corporal punishment is never used or threatened to be used at Bredon School.

As a school we have taken a considered decision not to use formal training for the positive handling or physical intervention of pupils. These incidents happen very rarely and if a pupil were in need of regular physical intervention, Bredon School would not be able to meet those needs. All staff are trained in de-escalation and other strategies for behaviour management.

Key points in relation to behaviour and its management are:

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

All staff must act professionally and adhere to the Staff Code of Conduct, to present themselves to the pupils and each other as positive role models at all times on and off-site.

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

- The principle of recognition from the outset that each member of the school is an individual who requires specific support for his or her particular needs and should be respected for his or her strengths, weaknesses and differences.
- The school's pastoral system, this and other related policies, are written to help Bredon continue to be a 'family' school with a clear ethos.
- The role of the Head of House, tutor and boarding staff (if applicable) and the strength of their relationships are key for all pupils.
- The quality of teaching and subsequent learning in the classroom, and effective classroom management, play a crucial role in ensuring a positive and productive environment.
- To provide a relevant curriculum that is both broad and accessible to all. As stated, the curriculum and quality of teaching are fundamental in establishing good behaviour. The aim for both staff and pupils is to work hard and effectively, backed by regular monitoring and feedback regarding progress and achievement.
- To provide a wide range of extra-curricular activities that are accessible to all, together with community links and endeavour, e.g., the Duke of Edinburgh Award Scheme.
- To ensure an equality of opportunity that is socially inclusive in emphasis and rules out as totally unacceptable all forms of bullying, including cyber-bullying or physical or sexualised harassment of any kind.
- To provide a programme of citizenship, including careers education and other life skills.
- To provide effective support systems pastorally, including the use of appropriate outside agencies, accessible to all, particularly to those whose behaviour presents challenges.
- To ensure regular monitoring of school attendance and other related issues.
- To encourage pride in the school, the uniform and a competitive house system; to both contribute to pupils' sense of 'belonging' and experience of 'community'.
- To understand that all staff have a role in influencing good behaviour both inside and outside of school.

Rewards Policy

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

- Everyday individual praise and encouragement
- Specific praise/recognition in tutor group, House time and boarding roll calls
- The House Point System
- Awards Celebrations/Presentations – especially in school assembly
- Display of work/celebration of work
- To encourage roles of responsibility, including the Prefect system, pupil committees and School Council Membership
- To recognise achievement through school newsletters, the school website, alongside any other social media opportunities
- Direct contact home from the Heads of House, highlighting the positive impact

House Points

House Points are given for exceptional effort as a good way of being positive and encouraging pupils in every area of school life, in and out of the classroom. Teachers and pastoral staff can award them.

House points are rewarded using a confetti approach; teachers are encouraged to reward positive behaviour often as effective teaching and learning. House points are to be recorded on SchoolBase with a short description. Heads of Houses award certificates once pupils reach a threshold of house points. 75 House points are to be awarded with a Bronze certificate, 125, Silver and 175, Gold. 225 house points for the Platinum Award.

Headmaster's Commendations

Headmaster's Commendations are periodically awarded throughout the year for exceptional pieces of work or instances of particular community endeavour. Pupils may also be invited to lunch with the Headmaster in his study on receipt of the award.

Recognition by staff

Staff encourage pupils to present examples of good work to Heads of Department or other senior staff for praise. Telephone calls and e-mails home are also used to alert parents/guardians to good works and deeds. A number of these awards are included in regular Headmaster's newsletters. During whole school celebration assembly on Mondays, Going the Extra Mile (GEM) certificates are awarded based on recommendations from staff to the Deputy Head Academic. These awards recognise effort within the classroom setting.

Sanctions

This is an important part of the School's Behaviour Management Policy. This policy is both

independent of and interdependent with the school's Anti-Bullying Policy.

Effective communication is maintained and issues dealt with consistently and effectively. An important tool in this is the regular use of the Schoolbase reporting system.

The school ensures that a record is kept of the major sanctions imposed, and this is held centrally by the Headmaster's office.

Schoolbase reporting

The Schoolbase reporting system is an important part of the communication system that underpins the behavioural policy. It is important that this is completed in a timely manner so that we are able to build up a pattern of any individual child's behaviour and have a record. Equally, parents and guardians are informed when behaviour-related entries are made.

Initially, issues are addressed by the individual teacher or staff member present. These can then be referred to the Heads of House, who will lead on the issue. If necessary, an incident can be escalated to the Deputy Head Pastoral & Safeguarding.

Academic issues will be reported to the appropriate Head of Department and Deputy Head Academic. Outside of the school day, incidents are reported to the Director of Boarding. It is important that class teachers first attempt to solve problems within their own classroom situation and house staff on the landings.

General Notes

Procedural fairness must be pursued at all times. Interview notes during the administration of sanctions must be properly recorded. This usually includes a written statement by the pupil(s) that is signed and dated (though SEN pupils may have them scribed and then they sign and date them).

Major sanctions are acknowledged by a formal letter home and all sanctions are recorded on Schoolbase, and the central register held by the Head's and Deputy Head's EA.

The Senior and Junior Schools' sanctions arrangements are fully integrated and are interpreted and implemented in an age-appropriate manner.

Precluded Sanctions

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

- any form of corporal punishment or the threat of corporal punishment
- punishment involving extreme or prolonged isolation or locking in a room or building
- punishment that may be perceived as degrading or humiliating
- punishment involving any physical discomfort or pain
- with holding of medical or dental treatment
- deprivation of sleep
- pupil communication with parents / guardians
- deprivation of food or drink
- enforced eating or drinking

No pupil is permitted to sanction another pupil at Bredon School.

Whole School Classroom Behaviour Management

Bredon School recognises that poor behaviour in the classroom is one of the biggest barriers to learning. The values of tolerance, respect and positivity are fundamental both in and out of the classroom.

Classroom Expectations are displayed clearly in each classroom:

There is an expectation on pupils to understand their responsibility to behave at all times, there is also an expectation on staff to implement outstanding classroom management founded on high expectations and strong working relationships with pupils. Staff are encouraged to utilise a range of proactive strategies to promote good behaviour in the classroom. More often than not poor behaviour will be met with a verbal warning or restorative conversation to encourage positive behaviour change; however, some behaviour will be deemed to warrant a sanction without warning. Should pupils choose not to comply with the above expectations, sanctions are implemented as follows:-

Sanctions

Positive behaviour management must be used and actively developed amongst all staff to help reduce the need for the following sanctions:

Restorative conversation
Natural Consequence
Pastoral intervention - To include stage reports
Pastoral Detention
Headmaster's Detention
Internal Exclusion
Fixed Term Exclusion
Permanent Exclusion

All sanctions (excluding restorative conversations) issued must be emailed home to parents and guardians.

Natural consequence

Teachers are encouraged to issue natural consequences if behaviour is persistently poor despite the teacher's efforts to encourage positive behaviour through a restorative conversation or in the event of a blatant infringement of the rules. Teachers should issue this consequence on School Base and state a reason for the Consequence. Natural consequences should be carried out in departments and can include children losing free time at break or lunch time. Consequences should be given in a timely manner at the earliest possible opportunity. A natural consequence is designed for children to be able to reflect on their negative behaviour and the effect it may have had on their learning and their peers' learning or any negative effects that it may have had on others' mental health. Tutors and Heads of House will automatically be notified when a natural consequence is issued. All Natural Consequences will be proportionate.

Pastoral intervention

Our pastoral system is designed to guide, support, and where necessary challenge pupils so they can make positive choices, overcome barriers to learning, and achieve their best.

The term pastoral intervention covers a wide range of supportive measures in school. These are not solely used for behaviour, they can also be put in place to support pupils with challenges such as anxiety, mental health needs, or other barriers to learning.

This section focuses specifically on behavioural pastoral interventions, which are used when a pupil's behaviour has not met the expected standards on several occasions. These interventions are led by the Head of House and may include, but are not limited to, the following:

- **Pastoral Detention** (see below)
- **Contact with Home**, including parent-staff meetings
- **Subject Report**
- **Tutor Report**
- **Head of House Report**
- **Behaviour Contract**

- **Head of House Intervention**
- **Health and Wellbeing Intervention**
- **Signposting** - where parents are directed to external providers who may be able to help address the root cause of behavioural issues

Pastoral detention

Pastoral Detentions (previously known as C3 Detentions) take place at the first available lunchtime and last for the duration of the session. Lunch is provided for any pupil attending a Pastoral Detention.

A pupil may receive a Pastoral Detention if they show an unwillingness to adapt or change their behaviour in school despite being given natural consequences, or if an incident of misconduct is serious enough to warrant a higher sanction on its own.

The Head of House will lead the detention and use it as an opportunity to explore the behaviour with the pupil. Parents will always be informed about the behaviour and the consequence.

During the detention, pupils will complete a form of community service (such as litter picking) and take part in verbal reflections with their Head of House. The Head of House will ensure that this sanction is carried out effectively, while also providing ongoing behaviour support to help pupils and teachers work together so that expectations can be met.

Headmaster's detention

A Headmaster's detention will be issued where a pupil has received multiple pastoral interventions or whereby they have committed a more serious infraction. The headmaster's detention will take place before or after the school day and parents will be contacted to ensure arrangements are made for transport.

Internal exclusion

Behaviour of a more serious nature or repeated poor behaviour could result in an internal suspension. Internal suspension will be a fixed term of between 1 and 3 day. During this period, Children will not be allowed to attend lessons or to socialise during free time. Work will be provided for the child by the relevant subjects for that day. These will be run, where possible, by the Heads of House.

THE DECISION TO EXCLUDE

Introduction

A decision to exclude a pupil is taken only:

- a) in response to a serious breach or repeated breaches of the School's behaviour policy;

- and/or
- b) if allowing the pupil to remain in the school would significantly harm the education or welfare of the pupil or others in the school.

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

Physical Intervention as Behaviour Management

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

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

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

Section 550A of the Education Act 2011

Use of reasonable force Advice for headteachers, staff and governing bodies (July 2013) allows teachers, and other persons who are authorised by the Headmaster to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

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

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

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

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

Reasonable Force

There is no legal definition of ‘reasonable force.’ So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are three relevant considerations:

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

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

Application of Force

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

- physically interposing between pupils
- blocking a pupil's path
- holding
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back or (in extreme circumstances)
- using more restrictive holds.

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

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

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- using physical objects

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

Where the risk is not so urgent, the member of staff should consider carefully whether, and if so when, physical intervention is right. Staff should always try to deal with a situation through other strategies before using force. All staff need to develop strategies and techniques for dealing with difficult pupils and situations, which they should use to defuse and calm a situation. In a non-urgent situation, force should only be used when other methods have failed. De-escalation is always the best option.

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

Recording Incidents

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

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

The following information is required:

- the name of the child
- the name of the staff member(s) who used physical intervention
- the date, time and place of the incident
- The circumstances of the incident and the factors leading up to the incident

- The nature of physical intervention used
- The names of any witnesses
- Any injuries that may have occurred during the incident
- Any further action taken, and parents' signatures.

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

Physical Contact with Pupils in Other Circumstances

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

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

As a school, we actively discourage play fighting and physical behaviour between genders, which could be construed as sexualised in nature and as such, we have a general "no contact" rule between pupils. We expect all staff in any setting to model appropriate behaviours, avoiding physical contact through vociferous behaviour for example.

Illegal Substances

Link to the Searching, screening and confiscation Policy

DRUGS

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

The illegal substance programme is developed appropriately for the different age groups, and

delivered in a variety of ways. The programme currently includes the use of:-

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

The programme includes:-

- information that:-
 - o "soft drugs" and legal 'highs' can lead to "hard drugs"
 - o illegal drug taking is often associated with dishonesty, stealing and violence, developing:-
 - an awareness of the physical dangers of illegal drugs
 - an awareness of the moral dangers of an illegal drug culture
 - a set of moral standards
 - a knowledge of the issues surrounding County Lines and Child Criminal Exploitation
 - strategies for enabling pupils to cope with peer pressure and enabling them to say 'NO'.

In conformation with [DfE and ACPO drug advice for schools](#), Bredon School reserves the right to ask pupils who are reasonably suspected of possessing or using drugs to take a drugs test, at the reasonable and appropriate direction of the Headmaster or a Deputy Head, through means of an approved test taken in the school's Health and Wellbeing Centre, for the presence of illegal drugs or "legal highs".

The school's request that a pupil take a drugs test is not itself punitive, but is an essential contributive means of enabling a safe and drug-free learning environment for the whole school community.

Parental permission will be sought prior to any test taking place, but if parental or pupil consent is not given, a pupil should expect to be temporarily suspended pending the conclusion of further investigations or until a relevant negative test result is completed successfully to the satisfaction of the school. Refusal of a pupil to take a test will generally be treated as a serious breach of school discipline.

Any pupil who is found to have supplied, possessed or consumed an illegal drug or "legal high" while under the authority of the school should expect to be permanently excluded from school.

The use of drugs referred to here could be within school or out of school, if out-of-school use affects conduct or progress at school or the good order or reputation of the school community.

As an alternative to exclusion, in cases which do not involve supply or encouragement to others to use drugs, the Headmaster, at his sole discretion, may permit the pupil to remain at school subject to a regime of testing at intervals during the following two years. Both parents and pupils to whom

the regime is offered would be required to sign consent forms describing the way in which the regime would operate. A pupil testing positive for drugs while on this regime would expect to be permanently excluded.

Records of drug testing will not be used for purposes other than the monitoring of a pupil or as permitted or required by law. Records of drug testing will be destroyed one year after the pupil concerned leaves the School unless the information is reasonably required to be preserved beyond that standard retention period. Every effort will be made by the school to provide appropriate support to any pupil undertaking a drug test.

SMOKING/VAPING

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

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

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

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

- PSHE
- academic subject lessons
- informal discussions with Form Tutors and other staff
- educational programmes delivered by, Heads of House, Medical Staff and GPs

ALCOHOL

Alcohol may not be brought into or consumed in school.

The only reasonable exception to this is when alcohol may be available and consumed in moderation by pupils who are over the age of 18, at appropriate school-sanctioned occasions, with the consent of parents and under the supervision of staff.

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

Members of staff are advised not to place themselves in a position where it could be construed that they are condoning an illegal act. Nor should they open themselves to criticism if, as a

consequence of drinking, the pupil(s) concerned injured themselves.

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

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

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

Behaviour outside School

Pupils' behaviour outside school - on school business, school trips, (day or residential) school sports fixtures, or work experience placements, for example - are subject to the school's behaviour management policy. Inappropriate behaviour or illegal behaviour in these circumstances is dealt with as if it had taken place in school.

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

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

Inclusion and Support for Pupils with Disabilities

Our school is committed to ensuring every pupil can thrive, feel valued, and access learning fully, regardless of their individual needs or disabilities.

The School is mindful of its legal duty under the Equality Act 2010, as amended, not to discriminate against pupils with disabilities by excluding them because of their disability. This applies to permanent and fixed-term exclusions.

The definition of disability under the Act covers pupils with physical, sensory, intellectual, or mental impairments. Discrimination means treating pupils with disabilities less favourably than other pupils

without justification. It also means failing to take reasonable steps to ensure that pupils with disabilities are not placed at a substantial disadvantage compared to their non-disabled peers.

What constitutes a reasonable step will depend on the circumstances of each case.

Appendix A

Bredon School Rules

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

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

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

School Rules

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

- Pupils should always treat all members of the School community, visitors and members of the public with courtesy and respect
- Contact with the media in the name of Bredon School is forbidden without the approval of the School
- Any action which might bring the School's name into disrepute, verbally, in print or online is not acceptable
- All pupils must attend School and all timetabled activities punctually and regularly.
- Except in the event of sudden illness, no pupil may be absent from School without permission previously obtained directly from the Headmaster
- Pupils are expected to be committed both to their academic work and to the extracurricular activities of the School
- All pupils should wear their school uniform according to the uniform dress code attached as an appendix to this document and published on the school website
- Pupils are expected to respect others personal space and avoid any unwanted physical contact. Play fighting and behaviour which could be considered sexualised in nature is forbidden
- Public displays of affection are not permitted
- Inappropriate sexual behaviour, including sexual intercourse on school site or during off site school activity
- All pupils should take pride in the appearance of the school. Litter should be put into the waste

bins provided

- Pupils are forbidden to order items for delivery unless permission is given by a member of staff. Boarding pupils may be asked to open parcels in the presence of the Director of Boarding
- Chewing gum or spitting is not permitted anywhere on the School site
- Any damage to property whether belonging to the school, another pupil, staff member, or visitor to the school must be paid for by the pupil concerned and should be reported to a member of staff immediately
- All pupils must adhere to the School ICT Acceptable Use Policy which is widely available
- Gambling, buying and selling on site is not allowed
- Pupils are forbidden to possess or use tobacco, illegal drugs, (include nicotine pouches legal highs, e-cigarettes/vapes or alcohol. (Alcohol may be consumed in moderation by pupils who are over the age of 18, at appropriate occasions, under the supervision of staff.) If this occurs on a School trip parents will be contacted and asked to collect their son/daughter at their own expense
- Bullying in any form, including cyber bullying is forbidden (see Anti-bullying Policy).
- Pupils in the Sixth Form may bring cars to the School only with the written permission of the Headmaster and Head of Sixth Form and with the correct paperwork completed. Permission can be revoked at any time at the Headmaster's discretion if pupils' use of their vehicles is without due care and attention.

Personal Property

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

Rules which refer to the School Bounds

Bredon School pupils are expected to know and adhere to winter and summer bounds as briefed to the pupils. The site is bounded by a river and there is a motorway nearby. These hazards are clearly out of bounds as are the farm and other designated areas on site unless accompanied by school staff. No pupil is allowed to leave the school site without seeking the appropriate permission. Any pupils who abscond from site will be deemed to have significantly broken school rules and will be sanctioned accordingly by the Headmaster. This sanction may result in a permanent exclusion.

Other out of bounds areas include the roof of any building, the woods and formal gardens around Pull Court.

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

Behaviour escalation process:

5th Natural consequence accrued in one half term will result in a pastoral intervention, including but not limited to pastoral detention.

3rd pastoral detention in one term, will result in a Headmaster's detention or if applicable, internal suspension.

2nd internal exclusion in one academic year, will result in a fixed term exclusion.

3rd fixed-term exclusion across school career, may lead to permanent exclusion.

Please note these remain guidelines for use and the individual case and the individual pupil is of paramount importance.

Appendix B

School Uniform Standards for Years 3 to 11

- **Uniform Dress Code and Standards (Junior School and Senior School)**
- **Blazers (Year 3–11):** All students are required to wear the school blazer with the Bredon School logo.
- **Shirts and Ties (Year 3–11):** White shirts must be worn, tucked in at the waist, with top buttons fastened. During summer, short-sleeved shirts or blouses may be worn when directed. A house tie or pin brooch on the blazer lapel is required.
- **Trousers and Skirts (Year 3–11):** Students may choose either plain charcoal grey or black trousers, or the school tartan skirt (which must be knee-length and not altered at the hem).
- **Shoes (All year groups):** Black, flat, and polishable shoes are required. Trainers, boots, and steel-tipped footwear, including dealer and riding style boots are not permitted.
- **Socks (All year groups):** Shin to knee-high in navy blue, black, or grey.
- **Outerwear (All year groups):** Coats, scarves, and gloves should be either school supplier issued or plain black/dark blue.
- **Hair, Make-Up, and Nails (All year groups):** Hair must be neat and of a natural colour. Make-up should be discreet. Neutral colours are required for nails; excessive extensions are not permitted.
- **Jewellery (All year groups):** Minimal jewellery is allowed, a discreet piece of religious jewellery (for those who are religious), a watch, and small earrings (maximum of two per ear). Other visible piercings or jewellery are not permitted.

Sixth Form Dress Code and Standards

- **Blazers:** All Sixth Form students are required to wear the tweed school blazer.
- **Shirts and Ties:** Pink, blue (striped or plain), or white shirts must be worn tucked in, with the top button fastened. In summer, short-sleeved shirts or blouses may be worn when directed. A house tie, prefect tie (if issued), or pin brooch must be worn on the blazer lapel.
- **Trousers:** Dark charcoal.
- **Shoes:** As above, with the additional option of black or brown.
- **School Prefects:** May wear a waistcoat of their choosing, provided it does not display vulgar, offensive, or inappropriate imagery or language.

Students are expected to wear the correct school uniform at all times. If a student is found wearing incorrect or incomplete uniform, they will be reminded of expectations. Continued non-compliance will involve parental contact and may lead to sanctions in accordance with the school's behaviour policy.

Sports Kit Expectations

All students are expected to wear the correct kit for games, PE, outdoor education, and extracurricular sport. With many students participating in physical activity daily, having the right kit is essential for both participation and hygiene.

Students are required to wear full kit for every lesson or training session, even if unwell or recovering from injury, so that teachers can adapt the session appropriately. If a student is unable to participate fully, this must be communicated to Mr Hughes and the Health and Wellbeing Centre. Ongoing issues with incorrect or missing kit will be followed up with parents and may result in sanctions.

Core Sports Kit

Compulsory Items:

Bredon polo shirt

Bredon sport socks

Bredon tapered track pants, track pants, or leggings

Bredon track top, hoody, or midlayer

Appropriate sports footwear

Mouthguard

Shin pads

Depending on the sport: Bredon rugby shorts, skort, reversible rugby jersey, or hockey jersey

Optional Items:

Bredon gym shorts

Bredon leggings

Bredon bobble hat

Bredon full-length jacket

Bredon dry robe

Plain cricket whites

Hockey stick (as applicable)

Students in younger year groups will experience a full range of team sports and should be prepared with kit to match the seasonal curriculum.

Additional Sport-Specific Kit (as applicable)

Hockey:

Hockey jersey

Skort or shorts

Bredon sport socks

Shin pads

Mouthguard

Hockey stick

Football:

Reversible rugby or hockey jersey

Rugby shorts or skort
Bredon sport socks
Studded boots

Rugby:

Reversible rugby jersey
Rugby shorts
Bredon sport socks
Studded boots
Mouthguard

Golf:

Bredon polo
Plain golf trousers or shorts
Golf shoes
Golf clubs (optional)

Adhering to the uniform policy is not just about appearance; it reflects a commitment to the values and expectations of our school community. It helps eliminate distractions, promotes equality among students, and ensures a focused learning environment. Moreover, wearing the correct uniform instils a sense of pride and belonging among our students, reinforcing the strong community spirit that Bredon School is known for.

School Bag:

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

Personal presentation:

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

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

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