



# BREDON

## SCHOOL

### The Behaviour Management Policy

**Reviewing Member of Staff:** Headmaster

**Date updated:** September 2025

**Review Date:** December 2026

**Review Cycle:** Annually (*interim due to upcoming introduction of Class Charts*)



Bredon School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and 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.’

While this current policy document may be referred to elsewhere in Bredon School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the [Education Act 1996](#), which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#), considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Bredon School.

The policy documents of Bredon School are revised and published periodically in good faith. They are inevitably subject to revision. On occasion, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

**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.

Bredon School prioritises early intervention, prevention and de-escalation strategies in managing pupil behaviour. The use of physical intervention or other restrictive interventions is rare and only ever considered as a last resort. For pupils who require regular physical intervention, Bredon School would not be able to meet those needs.

The School recognises its duty to ensure, so far as is reasonably practicable, the health, safety and welfare of staff and pupils. Decisions regarding staff training related to behaviour management, including the use of reasonable force, are informed by risk assessment and the specific needs of the school community.

**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**

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

- Every day, 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. Housepoints will be rewarded and analysed using the Class Charts Behaviour Management program.

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. During the course of the year, staff will be invited to nominate children for Headmaster's commendations, and the Head of House will then put children forward for this 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 assemblies 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.

## Rewards Bank

Using Class Charts reward facility, we are able to offer the chance for children to use their House Points to buy tangible prizes to include: but not limited to:

- Charity donation from the school
- Skip the queue pass
- Free item from the School Tuck Shop

## 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 days. 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:** Bredon School is committed to safeguarding and promoting the welfare of all pupils. The School recognises that there may be rare and exceptional circumstances where staff need to intervene to prevent harm. This section sets out the School's approach to the use of restrictive interventions, including reasonable force, ensuring that any such action is lawful, proportionate, and in the best interests of pupils and staff.

Restrictive interventions are never used as a punishment and are only considered as a last resort, after all reasonable steps to de-escalate a situation have been attempted.

### Definitions

In line with Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026), the following definitions apply:

- **Restrictive intervention**
  - Any action taken to prevent, restrict or subdue the movement of a pupil's body, or part of their body. This includes both physical and non-physical interventions used to manage risk.
- **Reasonable force**
  - The lawful use of physical force by school staff to prevent a pupil from:
    - Injuring themselves or others
    - Committing a criminal offence
    - Causing damage to property
    - Causing serious disorder
    - Any force used must be necessary, proportionate, and applied for the shortest time possible.
- **Restraint**
  - A non-disciplinary intervention which limits a pupil's movement. This may involve physical contact (for example, holding a pupil's arms) or may occur without direct physical contact (for example, blocking movement or removing an object to prevent harm).
- **Seclusion**
  - A non-disciplinary intervention which involves keeping a pupil confined to a space away from others and preventing them from leaving, either physically or by making them believe they will be punished if they attempt to leave.
- **Significant incident**
  - Any incident where the use of force goes beyond normal, appropriate physical contact between staff and pupils. Significant incidents are subject to statutory recording and reporting requirements.

### Who May Use Reasonable Force

All members of school staff have a legal power to use reasonable force in limited circumstances. This power applies when staff are on school premises or elsewhere where

they have lawful charge of pupils, such as on school trips or activities.

Staff are expected to use professional judgement and to act in a way that is consistent with the School's safeguarding responsibilities.

### **Principles Governing the Use of Restrictive Interventions**

When considering whether to use a restrictive intervention, staff must consider whether the action is:

- **Necessary:** No less intrusive option is reasonably available
- **Proportionate:** The least restrictive intervention for the least amount of time
- **Reasonable:** Appropriate to the age, size, needs and circumstances of the pupil
- **Safe:** Minimising risk of physical or psychological harm

De-escalation, calm communication and preventative strategies must always be attempted first wherever possible.

### **Acceptable and Unacceptable Use of Force**

Restrictive interventions may include:

- Physically interposing between pupils
- Blocking a pupil's path
- Guiding or leading a pupil by the hand or arm
- Shepherding a pupil away from danger
- Using a more restrictive hold only where absolutely necessary to prevent immediate harm

The following actions are never acceptable:

- Force used for punishment
- Holding a pupil around the neck or restricting breathing
- Applying pressure to joints, the chest or abdomen
- Slapping, punching, kicking or tripping
- Pulling hair or ears
- Using objects to restrain a pupil

Staff must avoid any action that could reasonably be expected to cause injury or distress beyond what is necessary to prevent harm.

### **Seclusion**

Seclusion is not used as a disciplinary measure at Bredon School.

If seclusion were ever considered necessary as a safety measure, it would only be used:

- Where there is an immediate risk of harm
- When a pupil is experiencing high levels of emotional or behavioural dysregulation
- Under continuous supervision
- For the shortest time possible

Seclusion would cease as soon as the risk of harm has reduced and would always be recorded and reported in line with statutory requirements.

### **Recording Incidents Involving Restrictive Interventions**

Bredon School complies with its statutory duties under section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

A written record must be made as soon as practicable, and no later than the same day, following any significant incident involving the use of reasonable force, restraint or seclusion.

As a minimum, records will include:

- The name of the pupil and staff member(s) involved
- The date, time, location and approximate duration of the incident
- The circumstances leading up to the incident, including known triggers
- Any de-escalation strategies used prior to the intervention
- The nature and degree of any force or restraint used
- Details of any injuries or adverse effects
- Details of any post-incident support provided

Records are held securely and reviewed to support safeguarding, learning and continuous improvement.

The Headmaster and parents are informed as soon as practicable following a significant incident, and the School will normally endeavour to do this on the same day.

### **Physical Contact in Other Circumstances**

There are occasions when physical contact with pupils is appropriate and necessary, for example:

- Providing first aid
- Guiding or escorting pupils
- Comforting a distressed pupil
- Demonstrating activities in PE or practical lessons

Younger pupils and pupils with special educational needs and/or disabilities may require additional physical support or prompts. In all cases, staff must use their professional judgement and ensure that any physical contact is appropriate, proportionate and in the best interests of the pupil.

Staff should be mindful that some pupils may find physical contact unwelcome due to individual circumstances such as cultural background, sensory sensitivities or past experiences. Staff must also take account of pupils' age, developmental stage and personal

boundaries, recognising that physical contact may be more open to misunderstanding as pupils progress through adolescence.

The School does not operate a 'no contact' policy for staff. Appropriate physical contact may be necessary to support, guide or protect pupils, and staff are supported to act lawfully and reasonably in accordance with safeguarding guidance and individual pupil needs. Staff are expected to model professional behaviour at all times and avoid unnecessary or inappropriate physical contact.

## 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:-
  - "soft drugs" and legal 'highs' can lead to "hard drugs"
  - 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:**

If a child receives 5 Natural consequences for the below, low-level classroom behaviours, during a rolling 3-week period, they will automatically receive a Pastoral Detention through Class Charts. This will notify the pupil, the parent, the tutor, the House Staff and Heads of House. There will be an automatic alert to the same group of people should any child be one away from this threshold.

- **Arguing**
- **Disruptive**
- **Off Task**
- **Rudeness / Lack of Respect**
- **Failure to complete work**
- **Shouting out**
- **Unsafe Behaviour**
- **Misuse of ICT**
- **Misuse of Equipment**

If any of these behaviours are deemed to be worthy of a further/alternative sanction, this will be escalated for Pastoral intervention. The Heads of House, Director of Pastoral and Wellbeing and Deputy Head of Safeguarding and Pastoral will manage any further escalation of consequence, guided by a predefined ladder of consequence, with the well-being of all pupils being central to any decision.

Further automatic escalations are as follows:

- Three late marks in one calendar week will result in a pastoral detention
- Late or incomplete homework will result in using the Homework completion room at the next available lunch time.
- A pupil will be placed on a Subject Report should they, in a given subject receive 5 Natural consequences across a 5-week rolling period.

2nd internal exclusion in one academic year, may 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 pupils 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):** Pupils 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 pupils 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.

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

Pupils 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)

Pupils 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

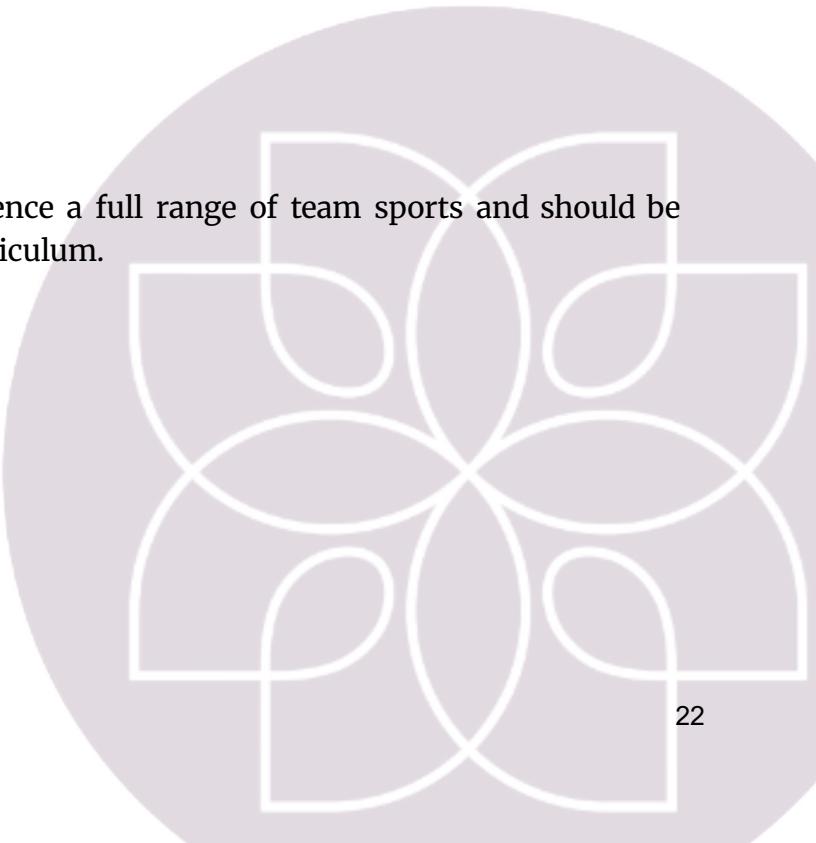
Skort or shorts

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 pupils, and ensures a focused learning environment. Moreover, wearing the correct uniform instils a sense of pride and belonging among our pupils, reinforcing the strong community spirit that Bredon School is known for.

**School Bag:**

Every pupil should have a school bag in which books, and equipment can be carried. Electronic devices 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.

