

C: Behaviour Policy

Last reviewed: March 2012

I. Statement of principles

Wherever possible Bradfield College attempts to promote good behaviour through networks of positive relationships within the structures of the extended College community (which includes pupils, their teachers and pupils' parents).

- Positive relationships between pupils and the principal adults involved in their school-time lives underpin the development of that respect for and trust in adult authority which leads to willingly cooperative behaviour and endeavour amongst pupils.
- Positive relationships between those adults who work with a pupil at the College and the parents/guardians of that pupil tend to develop a coherence in approach to the development of the pupil which brings clarity in the child's understanding of the expectations laid upon him/her and reduces possibilities that the pupil will be able to play the College off against family (and *vice versa*).
- Positive relationships between pupils and their teachers are essential for the effective operation of the classroom and the development of intellectual curiosity and academic aspiration; they are critical to development of the tutorial relationship with its importance as an environment for individuals' learning and personal growth.
- Positive relationships between pupils and those who conduct their extra-curricular activities are essential for the development of that enthusiasm which extends beyond participation and is central to the value of the extra-curricular in the development of pupils.
- Positive relationships between pupils and those engaged in their pastoral care within houses begin the development of trust that is essential if the pupil is to draw on the opportunities for personal growth and development which are uniquely available within the context of a boarding community.
- Positive relationships between different pupils assist in the development of an educational experience free from bullying and intimidation, in which strong friendships can be formed, maintained and developed.

Good behaviour is also promoted by pupils understanding and appreciating the core purpose of the College, as a place that seeks to nurture young people in order that their future prospects will be strengthened by the foundations laid down here. The creation of trust in the College's honest purposes, amongst parents, pupils and teachers, is essential if the disciplinary code of the College is not to be seen as arbitrary and value-less. Bradfield's core purpose has central significance in the justification of developments and changes in the College's disciplinary structures.

The disciplinary value of good relationships and pupils' belief in the College's core purposes are further supported by Bradfield's adherence to these additional principles:

- Pupils enjoy certain rights, amongst them the right to work in a calm, supportive, purposeful and orderly atmosphere, free from bullying and intimidation, where honest intellectual enquiry is highly valued.
- The disciplinary code of the College is transparent and just: pupils and teachers should have a clear understanding of what is expected; the rewards and penalties associated with illicit conduct should be clearly understood and consistently applied.
- The disciplinary code recognises the College's duty to make reasonable adjustments to support pupils with special educational needs or disabilities (such as broad spectrum autism) so that they

receive the opportunity to develop and grow as members of the Bradfield community. In circumstances where a special educational need or disability is diagnosed, the College undertakes to make, in consultation with parents, educational psychologist and health/mental health professionals, such suitable arrangements as are required and reasonably possible to support the pupil.

- The disciplinary code is both affirming of good behaviour and makes a critical response to poor behaviour. Thus, good behaviour should result in rewards appreciated by pupils, and poor behaviour in unpopular sanctions. The system of rewards and punishments should be known and have credible motivational effect.
- Pupils should understand how to express their concerns if they feel that they have been unfairly disciplined; informal structures for the discussion of grievances should be well-known and the formal pupil complaints procedure should be easily available and well-publicised.
- The development of pride in the College is central to the creation of good behaviour amongst pupils.
- Pupils are to be encouraged to grow in self-esteem and to develop pride in themselves and in their achievements. A pupil who feels 'good' about himself/herself is likely to express his/herself confidence in behaviour that is disciplined and appropriate. A pupil with poor self-regard can often express this in behaviour that is uncaring and self-destructive.
- Pupils are encouraged to understand the preparatory nature of school life and to develop clear objectives for their future, both medium and longer term. Self-interest in the pursuit of chosen objectives is of great value in maintaining and enhancing the behaviour of pupils. The College Careers Department plays a key role in assisting pupils towards sensible decisions about the future and in helping them understand how best to work to realise these chosen goods.
- Pupils are encouraged to understand the nature of the society in which they find themselves, the temptations and challenges it creates, and the importance of developing an intelligent approach to life amongst their peers and in the context of contemporary culture (much of which promotes values contrary to those espoused at Bradfield). The College PSHE Department and the informal PSHE occurring in the boarding houses (and elsewhere, for example in the extra-curricular sphere) play a key role in assisting pupils' understanding of the impact upon them of contemporary mores, and in aiding them to make a considered response to their influences.
- The College staff is encouraged to be realistic about matters of discipline. Teachers and pastoral staff have to understand the way the behaviour of adolescents develops and to be informed about the difficulties and challenges young people encounter as they progress to adulthood. Housemasters/mistresses and tutors who defend pupils in an ill-judged manner ultimately do not act in the pupils' interests. Naïve optimism on the part of responsible adults does not underpin the development of good teenage behaviour.
- It is recognised that strong institutional leadership is essential to the development of good behaviour. The Headmaster and the Second Master, along with Housemasters/mistresses aim to be clear about their expectations for pupils and firm in their response to wilful shortcomings.
- It is recognised that firm and consistent classroom management is essential to the development of good behaviour. The Headmaster, Deputy Head (Academic) and Heads of Department aim to be clear about their expectations of pupil behaviour in class and the management of classes by teachers.
- The honest sharing of information about pupils is essential to their successful nurture. Regular meetings, to discuss pupils are an essential part of the College's disciplinary programme, as is the annual audit of pupils with particular difficulties that is conducted by the Second Master's Office.
- The College acknowledges the value of DfE Guidance "*Behaviour and Discipline in Schools*" (2011).

2. Developing the Foundations of Good Behaviour

2.1 Positive Relationships

Positive relationships are fostered by the emphasis placed upon the partnership of College and family in the education and nurture of young people stressed in the College's statement of Boarding Principles. The College Rules stress the importance of respect for other members of the community and the Ethos Statement stresses the importance of caring relations between pupils. Standing Orders for teaching staff stress the importance of a respectful approach to children in the classroom and pastoral work. As a coeducational school Bradfield works to ensure that relationships between boys and girls are appropriate; there is a College Policy on Friendships and Relationships [Appendix I to this Policy document].

2.2 Appreciation of the College's Core Principles

The College's core purposes are set out in the Ethos Statement and in Bradfield's statement of boarding principles. School and House assemblies are used as opportunities to explain the purposes behind policies and decisions. Housemasters/mistresses and tutors are encouraged to respond carefully to honest questions and criticisms brought forward by individuals and at Beaks' Meetings; pupils have an opportunity to discuss issues with senior managers at meetings of the College Forum and at the Second Master's regular discussions with pupils in House Fora. Every effort is made to ensure that pupils recognise that the College's disciplinary code is not arbitrary or gratuitous.

2.3 Pride in the College

Pupils are encouraged to be proud of their membership of the Bradfield community. The privilege of an education on the beautiful Bradfield campus is underscored by the College's commitment to the ongoing improvement of grounds, gardens and buildings. The College uniform policy aims to ensure that both in class and on the games field pupils dress in a way that celebrates their identity as Bradfieldians. Frequent sports fixtures against other schools further emphasise College identity; pupils and parents are encouraged to attend matches and support Bradfield's teams. Pride in the history of the College is developed through formal events like Handshaking, Commemoration Day and the whole-community Act of Remembrance at the Collingwood Cross on 11th November.

Pride in the achievements of individual members of the College community is also encouraged, at School and House Assemblies, in the Headmaster's Newsletters, the Old Bradfieldian magazine and in prize-giving on Commemoration Day.

2.4 Personal Self-Esteem

The College's Ethos Statement looks for the development of an appropriate confidence in pupils at Bradfield, developed by placing trust in each individual at the school, thus allowing all Bradfieldians the chance to experience the challenge of responsibility. Pupils' achievements are acknowledged in verbal and written feedback (there are extended termly reports to parents) and achievement is celebrated both at house and school level. The broad extra-curricular programme works alongside the academic curriculum to offer all pupils opportunities to find areas of College life in which palpable success and achievement can be theirs. Success in every area is acknowledged and praised.

2.5 Key Personnel and Activities

The development of positive relationships within the life of the College, an appreciation of the cohering purpose behind policy and protocol, the growth of pride in the College and the education of pupils' self-esteem are all dependent on the work of many different people:

- The Housemasters and Housemistresses whose responsibilities are set out in the HsMs' Manual
- The pupils' personal tutors whose broad responsibilities are given in Standing Orders, and for whom a detailed programme is laid out, weekly, by the College Senior Tutor.
- The academic programme seeks to meet the needs of individuals, stretching the most able, supporting those with difficulties and allowing everyone some measure of success. The curriculum is not wholly driven by examination programmes (as exemplified by the Divisions and Athena programmes) and there are opportunities for discussion and questioning to encourage cooperative enquiry and individual growth. Pupils with difficulties enjoy extensive support from the SSSD Department; academic departments provide frequent "surgery" support to augment work done in scheduled lessons.
- The extra-curricular programme, including games, music, drama, societies and activities is a key part of Bradfield's educational provision, and not simply a recreational arrangement.
- Chapel and Assemblies provide regular opportunities to address important issues, broaden horizons and celebrate individual and corporate success. In these fora the College's moral code is made explicit and attention given to pupils' spiritual development.
- The PSHE Department, operating both in classes and in boarding houses, provides opportunities for pupils to think together on key issues and grow in emotional maturity and practical wisdom.
- The Careers Department seeks to ensure that pupils and their parents keep the world beyond Bradfield in mind and that pupils' development is planned and comes to be focussed on goals selected as a result of informed choice.

The College aims to support those engaged in pastoral care, and the delivery of the curricular/extra-curricular programme, offering extensive in-service training and continuing professional development. Support is also available through consultation, discussion and one to one coaching of individual practitioners.

3. Information Sharing

Central to the successful management of pupils is appropriate sharing of information which allows individual teachers, and others involved in the care of the child, to tailor their dealings with each pupil. The sharing of information is covered by the College Communications Policy.

Systems in place to ensure that information is successfully shared include:

3.1 Successful acquisition and provision of transition information

All pupils joining the College are supported by references provided by previous schools. Housemasters/mistresses attempt, wherever possible, to augment what is disclosed in a written reference by seeking a telephone conversation with the Headmaster/mistress of a pupil's prep school (or previous place of education). When pupils leave Bradfield to study at other

schools/colleges, every attempt is made to provide useful, supportive information to the pupils' next place of study so that they can be well supported behaviourally, from the outset.

3.2 Meetings

There are weekly meetings of Housemasters/mistresses (Mondays) and the SCR (teaching staff and matrons: Tuesdays). Regular extended meetings of Housemasters/mistresses, Heads of Department, Matrons, House Tutor teams, Academic Departments and Senior Managers are also in place. The Second Master meets weekly with the College Medical Officer and termly with the College Counsellor. The Headmaster chairs a termly meeting that brings together representatives of all involved in the pastoral care of pupils. The SSSD Department organises a termly briefing of representatives from each academic department.

3.3 Private Communication

These are opportunities to communicate with Housemasters/mistresses using the PASS system, email, telephone or face-to-face meetings. Protocols are in place to ensure that it is understood whether communication is 'for information', 'requires response' or 'for action'. Tutors communicate formally with HsMs using the quarterly tutorial record sheets.

3.4 Enquiries

All involved in the education of pupils at Bradfield are encouraged to take the initiative in approaching Housemasters/mistresses and tutors if they have worries or concerns about individuals. Enquiries can be made face-to-face in the Common Room, by telephone or by email.

3.5 Information Management

The College information management system (PASS) is used to record a great deal of information about pupils and so assist those working with individuals. Attendance at lessons is logged, and there are systems for reporting merits and other good news as well as poor or incomplete work, unsatisfactory behaviour, special educational needs and so forth.

Paper files on each pupil are maintained in HsMs' offices and can be consulted by pupils' personal tutors. Additional disciplinary files are maintained by the Second Master's Office.

3.6 Liaison with Parents

The College prides itself on the quality of its communication with parents. There is on-going dialogue between Housemasters/mistresses and pupils' families and this is the initial level at which parental support is sought when an individual pupil is developing behavioural difficulties. Round-table discussions involving an individual's tutor, particular teachers, members of the SSSD Department and either the Second Master or Deputy Head (Academic) can follow from these initial conversations. All significant disciplinary sanctions are followed up in writing by either the Housemaster/mistress, the Deputy Head (Academic) or the Second Master, and a significant portion of this correspondence will be designed to reflect on the motivation promoting the poor behaviour at issue, the pupil's retrospective assessment of that behaviour and any support plans being developed to support the individual in moving forward. Parents are invited to respond,

either in writing or by telephone and to use progress as a matter of partnership between school and family.

3.7 Liaison with other agencies

Behavioural problems rooted in specific educational or psychological difficulties need to be addressed in consultation with experts. The College's SSSD Department plays a key role in supporting pupils faced with on-going disciplinary problems and the College Counsellors offer a generous service allowing pupils to talk through difficulties in a "safe place". There is a weekly meeting between the Second Master and the College Medical Officer whose professional advice is welcomed in seeking solutions to developing behavioural difficulties.

The Medical Officer's advice may lead to the involvement of mental health services or to the referral of a pupil to a private specialist/clinic. In such circumstances, in so far as confidentiality considerations permit, the College aims to remain informed of developments: external professionals are invited, with a pupil's family, to case conferences at the College in the hope that they will agree to attend and work, to some degree, in partnership with Bradfield.

On occasion, an individual pupil may be referred for anger-management counselling or for counselling to develop self-esteem, offered by professionals who are not the College's own counsellors.

3.8 Care Plans

Additional support may need to be put in place to assist individual pupils in developing good behaviour. The Housemaster/mistress and the pupil's personal tutor offer the first elements of this individual nurture. Where appropriate, more extensive and systemised intervention may prove necessary.

An extensive file of Care Plans on individual pupils is maintained by the Second Master's Office. Details are given in the Child Protection Policy Appendix 5. These plans are available for consultation by all those involved in the education of individuals with special difficulties. Those taking pupils away from College overnight are required to consult this file to ensure their care and management of listed pupils is appropriate.

4. Disciplinary Rewards

The encouragement of pupils is essential to their pastoral, academic and extra-curricular development. Strong effort and worthy achievement have to be recognised and explicitly celebrated. This validation of pupils' commitments and successes is a regular feature of all classes and activities, and part of the ethos in every College boarding house.

Methods of rewarding pupils' endeavours range from praise (both spoken and written) through to awards of Commemoration Prizes. Rewards specific to the academic side of school life include:

- Academic Merits
- Academic Commendations
- Pupil of the Quarter nominations
- Quarterly Effort and Achievement grades
- Departmental awards (e.g. "star of the week" in Chemistry)

Letters to parents from the Deputy Head (Academic)

Commemoration Prizes (book tokens)

Details of these rewards are given in the Pupil Handbook and the *Teaching and Learning Policy*.

On the extra-curricular side, rewards include:

Sports Colours (ties and socks, pashminas)

Team photographs and meals

Sports cups and other trophies (e.g. a bat is given to any pupil scoring a century in a
College match)

Attendance at the Sports Dinner

Valete in the Summer Concert Programme

Promotions within the CCF

Headmaster's Commendation

Commemoration Prizes (book tokens and trophies)

Honorary Scholarships (awarded for excellent GCSE or AS results)

Other means of rewarding pupils include:

Mention in House and School Assemblies

Mention on the Headmaster's Notice Board

Appearance in the Headmaster's Newsletter and on the website

Letters to parents (from tutors, HsM, Second Master)

Appointment as House Beak, Faulkner's Prefect, member of JCR

Valete in College Leavers' Book

House Prizes at Commemoration

The basis on which many of these rewards is given is not strictly defined and there are inevitably variations in the levels of generosity exhibited by teachers, coaches, HsMs. The degree to which approaches differ is evaluated and corrections are made, for example, by Heads of Department (Merits, Pupil of the Quarter etc), the Head of Boys' Games (colours, team meals etc), the Deputy Head (Academic)(Quarterly Grades, Academic Commendations etc) and the Second Master (House prizes, Commemoration etc). The emphasis upon autonomous professional development in the Appraisal process at Bradfield also requires staff to be scrupulous in the evaluation of their own practices; improved use of the system of rewards is an appropriate Appraisal target.

5. Disciplinary Sanctions

The sanctions used at Bradfield are described on the Ladder of Sanctions [Appendix 2 to this Policy document]. There is a College Detention Policy set out in Appendix 3 of this Policy document. When punishing children, the College is mindful of the requirement of the principle that punishment should not be idiosyncratic or intended to cause pain, anxiety or humiliation. Deprivation of access to food or drink, telephone or email contact with parents, and sleep are never acceptable. There is no corporal punishment at Bradfield, children may not be fined and cannot be punished by imprisonment (i.e. by being locked into a room or area of a building).

It is also clear that, except in most serious circumstances (specified in the College Rules) the first disciplinary response to misbehaviour is for the pupil to be engaged in discussion of what has been done. The College understands that schools are places of nurture and would have no purpose if

children were born in a state of full moral and emotional development. Often serious discussion with a pupil about the likely effects of misbehaviour and the ideals and values of the College community is sufficient to rectify disciplinary concerns.

Correcting poor behaviour or indifferent effort is an essential part of the nurture of young people. Those whose behaviour is persistently poor disrupt their own learning and development and have an adverse effect on the opportunities of peers. Those who make little effort inside the classroom and on the extra-curricular front behave in a way that is wasteful of opportunity and at odds with the hopes and expectations of those who selected Bradfield for their education. Punishment, when issued, is thus about enabling pupils to make the most of their opportunities, it is imposed to reform poor behaviour and performance and to deter others from behaviour that is likely to undermine their own schooling.

Occasionally punishment is also given with retributive purpose, to enable pupils to re-take their place in the College community having visibly 'paid' for some generally disapproved behaviour (e.g. bullying or theft). Retributive punishment is never given vindictively: it is to assist the reintegration of a pupil and to signal that the behaviour punished is something of which the College community, as a whole, disapproves.

In order to achieve a measure of consistency in punishment, a range of serious misdemeanours are defined as Notifiable Offences, which means that they must always be reported to the Second Master and that the response to the offence will be discussed with him. In many cases he will take responsibility for imposing the punishment. Where a pupil is punished for committing a Notifiable Offence the parents will always be informed of this by letter. The list of Notifiable Offences is published in Standing Orders and in the Pupil Handbook.

Suspension, a temporary exclusion lasting between 1 and 5 days is the most severe punishment routinely given to pupils at Bradfield and is often the punishment associated with the Notifiable Offences. Pupils and parents are warned in the College Rules that certain offences can result in suspension on the first occasion they are committed. The College Rules also make clear that a pupil suspended on two occasions will be required to attend a meeting with the Headmaster, along with his/her parents. At this meeting the pupil's future at the College will be under review.

On occasion, confiscation of some possession(s) may be necessary as part of a disciplinary response to misconduct. The College protocols on the confiscation of pupils' property are outlined in Appendix C7 of this policy.

Where an individual's room or area has to be searched in pursuit of information or good discipline, there are very clear rules to be followed by Housemasters/mistresses or House Tutors. These are set out in a separate College policy, "Searching of Pupils, their Property and their Rooms" (Policy E in Staff Standing Orders). This policy is available to parents on request (either to the Housemaster/mistress or the Second Master's Office).

The College Policy on Controlled Substances is set out in Policy D in Staff Standing Orders. This policy is published in the Parents' Handbook, a copy of which can also be found on the College website.

There may also be occasions where the discipline or safeguarding of a pupil requires the use of limited physical restraint. The College policy and protocols associated with the use of restraint by teachers and house staff at Bradfield are outlined in Appendix C5 of this Behaviour Policy.

6. Records

In accordance with the requirements of the National Minimum Standards for Boarding, Standard 4, all major punishments issued in the College are recorded in writing or in an equivalent electronic log. The recorded details will be dated and include the name of the pupil, the reason for punishment, the details of the penalty imposed and the name of the person administering the punishment.

The Second Master maintains a punishment book counter-signed by the Headmaster. The punishment books/logs maintained by Housemasters/mistresses are counter-signed by the Second Master. Housemasters and Housemistresses are notified of all significant punishments issued by other members of the teaching staff, either by email or using the PASS information management system.

7. Publication of the Disciplinary Code

The College Disciplinary Code is made known to parents, pupils and staff by being published, in whole or in part

- In the Parents' Handbook on the College website
- In the Pupil Handbook
- In Standing Orders and Advice for all Teaching Staff
- In the Housemasters and Housemistresses' Manual

Sections of the code are emphasised on *ad hoc* notices to houses and by announcements in House and School Assemblies.

8. Evaluation and Development of the Disciplinary Code

There is a College Ethos Committee which meets regularly, chaired by the Second Master, to review and evaluate disciplinary philosophy and practice within Bradfield. Disciplinary issues also appear as agenda items in meetings of Housemasters/mistresses and Heads of Department. Aspects of the code are also reviewed on an *ad hoc* basis in bilateral meetings between the Headmaster and the Second Master and between the Second Master and the Deputy Head (Academic) [or, in some cases, the Deputy Director of Studies].

The code is not wholly prescriptive. On occasion it will become clear that the usual means of addressing some behaviour on the part of a pupil are inappropriate in the particular instance at issue. In such circumstances a modified response will be appropriate. The record (and any letter to parents dealing with the incident) will make clear why the standard punishment was not applied.

9. Pupils Complaints

On occasions, when a pupil feels that a reprimand or punishment has been unjustly administered, heated argument with the teacher involved is not appropriate. In such circumstances the pupil should express his/her concerns to the teacher involved in a calm, polite manner. If this does not

move matters forward, and the pupil still feels hard done by following the teacher's response, then the matter should be raised either with the pupil's HsM or with the Second Master. Informal discussions following this should resolve matters. If, however, they do not and the pupil still feels aggrieved, there is a formal complaints procedure that can be invoked. This is set out in the Pupil Handbook and published on the notice boards in all boarding houses. There is also a policy on complaints by Parents set out in the Parents' Handbook, which may be helpful if a parent feels their son or daughter has been unjustly disciplined. Punishments imposed stand temporarily suspended if they are subject to a formal complaint by a pupil or parent.

10. Malicious Allegations against Staff

The arrangements for dealing with allegations against staff are outlined in the College Child Protection Policy. In circumstances where an allegation proves to have been unfounded and made with malicious intent, the College will always take disciplinary action against the pupil who was the author of the allegation. Malicious allegation constitutes threatening conduct and so the author of such an allegation is liable to be suspended pending a review meeting with the Headmaster.

CI: Behaviour between Pupils: Friendships and Relationships

(Annex to the Behaviour Policy)

Last reviewed: March 2012

To be read in conjunction with *Expectations of Pupils' Behaviour* (Pupil Diaries, page 7)

All staff are required to be aware of these guidelines and to take positive actions to remedy any behaviour that is, in consequence of them, inappropriate.

Introduction

Bradfield is a mixed community and the boys and girls are encouraged to form friendships in a mature and responsible way. The College seeks to cultivate the personal and social development of individuals within a supportive and well-structured community, protected by a firm and transparent disciplinary code.

General Principles

Socialising is allowed in free time, but pupils are expected to recognise that, during the academic day (8.30 am – 6.00 pm), strict standards of behaviour are appropriate. Additionally, some social behaviour that is appropriate to the boarding house is never acceptable in public places, such as Hall, the Garrett Library and the Music School. Finally, since Bradfieldians range in age, from the thirteen year olds in Faulkner's to the adults of the Upper Sixth, social relations that are sensible for some pupils will not be acceptable in other cases.

Despite all this, there are certain standards of behaviour that are *absolute expectations* of the whole pupil community. All pupils must behave in a way that allows themselves and others to benefit fully from the advantages Bradfield offers; respect for and tolerance of others is the corner-stone of any successful community. Respect for the private space of other pupils is equally axiomatic, thus it is expected that pupils will always knock before entering another's room, leave when asked, and not interfere with someone else's possessions, desk or bed.

It is acknowledged that pupils are often brought together by sexual attraction, but it is also recognised that relationships between the sexes can be non-sexual expressions of friendship and shared interests. In a boarding school it is inappropriate for pupils to give profound expression to sexual relationships, and there will be times when it will be inappropriate for intimate relationships of any sort to develop between pupils (for example, relationships between pupils of widely differing ages would be contrary to the reasonable expectations of parents in respect of school discipline and, in certain circumstances, against the Law). Pupils should be clear that, if they place themselves in a compromising sexual situation, the College will have to interpret appearances at their most serious, and this may result in their expulsion.

Personal and Social Education

The College's PSHE programme discusses relationship issues with pupils. In Faulkner's, pupils look at the individual's rights and responsibilities within a relationship, discuss peer pressure and the idea of a loving relationship; they also talk about dealing with the break-up of a relationship. In Shell, the pupils consider the Law and the limits it places on sexual relationships; they also talk about contraception, STIs and AIDS. Fifth Form lessons extend the discussion of contraception and STIs; pupils also discuss abortion and young

parenting. At this stage they also talk about homosexuality. There is further discussion of all these issues during the Sixth Form years, where PSHE is house-based and delivered by nominated tutors supported by specialist workshops.

Careful attention is given to clarifying the Law governing relationships between adults and minors and the possible consequences for an individual found in breach of the Law. Specifically, pupils are warned that sexual activity does not have to be penetrative to be judged abusive or illegal in certain circumstances, and the consequences of conviction for a sexual offence involving a minor are clarified.

Inappropriate Relationships

The Parents' Handbook states that when a relationship develops between a pupil in the Sixth Form and one from the Junior School "the Housemaster and Housemistress of the pupils involved would, in the first instance, counsel them, advising them of the legal position, the emotional, practical and psychological pressures that the difference in ages might produce and the day-to-day difficulties such a relationship presents to the College community. . . . Should such a relationship still persist, despite these efforts, or should the parents of either pupil involved in the relationship express concerns, then the Second Master will organise separate meetings with the pupil, parents and the respective Housemaster and Housemistress to discuss these concerns and the legal ramifications the continuing relationship is causing. . . . In the unlikely event that all the pastoral processes outlined above fail to manage such a relationship successfully, the Headmaster will take up any remaining serious concerns as a disciplinary matter."

Visiting Boarding Houses

Pupils may visit friends in other boarding houses only at certain specified times of the day, reviewed annually by the Second Master and published at the beginning of the Michaelmas Term. These visiting times are set out in the Pupil Diaries and prominently displayed in the entrance to every boarding house, alongside the specific rules for visiting that operate in each particular house. When visiting another house, a pupil must always sign in and refer to the visiting rules to ensure that the visit is being made under appropriate circumstances.

Junior school pupils may visit only the ground floor of other houses: in many houses there are designated visiting rooms in which pupils may meet one another. Pupils in Faulkner's, Shell and Fifth Form are *never* allowed to visit a pupil of the opposite sex from another house in their study-bedroom. The usual punishment for breaking this rule is suspension.

Female members of the Sixth Form are permitted to visit Sixth Form boys in their study-bedrooms, but *only* between 9.20 pm and 10.00 pm on weekday evenings, and after being signed into the house *personally* by the duty tutor. When a boy's study-bedroom is some distance from the main entrance to the boarding house it is expected that he will meet the girl in the foyer and conduct her through the house to his room, and also accompany her to the door when she leaves. During the time a Sixth Form boy is entertaining a girl in his study-bedroom, the duty tutor will call into the room at least once during the visit.

The study-bedrooms of all girls (including those in Sixth Form houses) are out of bounds to all boys. Girls' houses have common room facilities in which boys from other houses may be entertained as guests. It is fundamental to the successful operation of these common rooms that they are places where girls entertain particular guests – houses do not entertain 'packs' of boys, not least because herd behaviour is not appropriate in a co-educational context. Thus a housemistress or duty tutor will refuse access to parties of boys greater in number than a group that might reasonably visit around a suburban kitchen table. The

governing principle in deciding the appropriateness of a group seeking to visit a house will be an assessment of whether *prima facie* that group will make a positive contribution to the social atmosphere in the house.

Within the boarding houses, pupils are expected to behave in the same sort of way that they would when visiting a friend's home. Housemasters and housemistresses, who are *in loco parentis*, will demand standards of behaviour that a reasonable parent would expect in such circumstances. Thus, physical contact should be appropriate to the age of the pupils and limited to what is conventional within a domestic drawing room. Further, it is required of pupils that they do not act in any way that may cause offence or embarrassment to others. Their primary concern should be the sensitivities of those around them and not the satisfaction of their own desires. In particular, passionate kissing and other physical expressions of passion are not permitted when pupils visit one another in houses – neither in the house common room nor in a boy's study-bedroom.

Social Time (after 6.00 pm) in the College Grounds

Outside the academic day, when walking round the school, at leisure on the school campus, or when in the public rooms of the school (e.g. Hall, the Garrett Library), pupils are expected to deport themselves in a way that does not compromise the reputation of the Bradfield community or cause offence to others present. Thus, physical contact is to be restricted to what is conventionally regarded as decent public behaviour, and should be appropriate to the ages of the pupils involved. As a general guide, in social time pupils should restrict themselves to physical intimacies that are conventionally regarded as appropriate between a brother and sister: thus walking with linked arms or holding hands is acceptable, whereas standing in a close embrace is regarded as quite inappropriate.

Pupils should also be aware that large groups gathered in one place can appear intimidating to passers-by: here again the expectation of the College is that pupils' primary concern will be for the sensitivities of others. As a general rule, pupils meeting outside in groups of more than about half a dozen or moving around the campus in "packs" should consider the impact their group will have on others in the same area or using the same pathways.

The Academic Day

During the academic day (8.30 am – 6.00 pm), pupils are expected to behave in a way commensurate with the school as a place of learning: behaviour that has its proper place in leisure time should not spill into that part of the day set aside for work (during which school dress is worn). At these times ***all*** physical contact between the sexes is inappropriate. Pupils should model their behaviour upon what is accepted between professionals in the workplace, for this is the environment they are being educated to participate in. This means that, during the academic day, it is contrary to the school's ethos that pupils should hold hands, link arms, kiss or make other extended physical contact. The pattern of pupil behaviour should be in line with that they observe amongst their teachers, who eschew physical expressions of friendship or sexual commitment whilst at work. This quality of behaviour is expected in the classroom, in Hall, on the games field and at the touch line between 8.30 am and 6.00 pm.

C2: Pupil Discipline – College Rules and Table of Sanctions (Annex to the Behaviour Policy)

Last reviewed: December 2011

College Rules

The College Ethos Statement is intended to make clear to the community the nature of a Bradfieldian's expected conduct. Words or actions which, in the Headmaster's judgement, contravene this stated ethos will always be judged in a very serious light; they may place an individual's future at the College in jeopardy. The essential rule of College life is that

ALL MEMBERS OF THE COLLEGE SHOULD, AT ALL TIMES, SHOW RESPECT FOR EVERY MEMBER OF THE COMMUNITY, FOR THE COMMUNITY ITSELF, AND FOR THE WIDER COMMUNITY IN WHICH THE COLLEGE IS SITUATED.

In particular:

Any action which places at risk the safety, welfare, and/or well-being, of oneself or any other person, will be regarded as a serious breach of the College rules.

All pupils must observe the College bounds, the College routine of hours and the regulations concerning permission to leave Houses after 7.15 pm. Pupils found out of House after 11.00 pm without permission, will be liable to immediate suspension.

Certain offences may result in immediate suspension. Most serious indiscipline of this nature includes the possession or use of strong alcoholic drink; bullying; offensive rudeness or threatening messages (oral, written or electronic); deliberate damage to property; theft; illicit use of a car at the College; dangerous behaviour on or near public roads. A suspension offence of particular gravity could constitute gross indiscipline and bring expulsion into consideration as proper punishment.

Gross indiscipline may result in immediate expulsion. Specific examples of gross indiscipline include: the possession or use of illegal drugs; the possession or use of weapons or other harmful objects; violent or threatening conduct; sexual activity at the College; actions that damage the reputation of the College; serious breaches of the College's policies on bullying and use of the internet/ College computing systems; and by its very serious nature, discrimination on grounds of gender, race and disability. It is highly likely that conviction for a criminal offence will result in expulsion.

A pupil suspended on two occasions during his/her Bradfield career is likely to be expelled by the Headmaster.

Moreover:

Pupils may only travel in cars when accompanied by their parents, or when special permission from parents and the Headmaster has been granted. Pupils will not be given permission to keep cars at the College overnight.

An action that brings the College into public disrepute or which intimidates or causes harm to other pupils will be regarded as a breach of Bradfield College Rules, **even if the action takes place outside College bounds, outside College term or during a term-time leave out.**

Pupils should note that:

The Rules may be amended from time to time and, with any such amendments, shall continue to apply so long as a pupil continues to be a member of the College, regardless of age.

These rules are not exhaustive, and are supplemented by information in the Pupil Handbook (published on the College intranet) and by local rules, made by the appropriate members of staff, and notified to all pupils in the College. The lists of offences given as likely to result in suspension or expulsion are not comprehensive but exemplary, illustrating the level of seriousness of misbehaviour associated with each sanction.

Sanctions

In this section, the most common sanctions used by the College in disciplinary circumstances are laid out.

Corporal punishment is not used at Bradfield.

Day-to-day classroom discipline is the responsibility of the classroom teacher, who is expected to deal with most issues autonomously, subject only to the guidance that the disciplinary policies he/she adopts should not be such that they cause other teachers in the College to experience difficulties. All teachers also contribute to the maintenance of order and discipline outside the classroom: in corridors, the Dining Hall, on the games pitch and so on.

The general pastoral care and discipline of pupils is the responsibility of the Housemaster/mistress, who is expected to deal with most issues autonomously, subject only to the guidance that the disciplinary policies he/she adopts should not be such that they cause other Housemasters/mistresses in the College to experience difficulties.

There is a range of major disciplinary offences that teachers and Housemasters/mistresses must always report to the Second Master. Some, but by no means all, of these will be subject to the Housemaster/mistress' jurisdiction the first time the offence is committed. Repetition of such notifiable offences will result in the intervention of the Second Master: other notifiable offences will be subject to his jurisdiction when first committed.

The following are 'notifiable' offences, reported to and recorded by the Second Master:

- "Banking" (pushing a pupil down a slope, or similar physical assault);
- Breaking curfew or bounds;
- Bullying (including *all* instances of physical violence, racism, sexism or homophobia);
- Data protection infringements, computer hacking, and attempts to penetrate the firewall and security devices protecting the College Intranet;
- Debugging (attempting to remove another pupil's clothes, in private or in public);
- Debedding (rolling a fellow pupil out of bed, either awake or asleep);
- Drinking;
- Forgery, fraud or plagiarism;
- Gambling;
- Illicit use of a car by a pupil, or illicit travel in a car driven by another pupil or by an OB;
- Importing contraband;
- Improper behaviour towards College staff or visitors;
- Improper use of the internet;
- Improper use of telephones or computers to record, manipulate or transmit images;
- Involvement with controlled substances;
- Malicious damage of property;
- Plagiarism;
- Possession or use of piercing or tattooing machines;

- Sexual Activity;
- Smoking;
- Theft;
- Use of legally permissible and/or hard core pornography;
- Use of telephones, text messages or the intranet to send intimidating, threatening or otherwise improper messages;
- Violent conduct towards another pupil or some other person, or the possession of threatening weapons;
- Any other illegal activity.

The list of sanctions set out below indicate the common disciplinary sanctions used in the College and the types of misconduct they are designed to address.

The examples given are not exhaustive and these tables do not form any part of the College's contract with parents. The Headmaster may, at his discretion, direct that the strict sequential escalation of punishments set out for serious, very serious, highly serious, most serious and gross indiscipline is not strictly adhered to in certain cases.

In certain circumstances a pupil (or group of pupils) might need to be sent home whilst some incident is investigated. Under such circumstances the period of suspension involved is non-prejudicial and non-punitive.

I. Teachers' Disciplinary Sanctions for Misdemeanours

Name of punishment	Activity involved	Punishment used by	Punishment used for	Usual duration
Green paper/work to be repeated	A pupil is required to complete work (sometimes on special green coloured paper).	Teacher	Late work or poor work.	About half an hour
Departmental Detention	A class or a pupil is kept back at the end of a lesson or asked to report for an additional lesson.	Teacher or Head of Department	Indiscipline in the Classroom.	About half an hour
School Task	A list of 'tasks' (e.g. cleaning chewing gum from the underside of desks, litter picking) is held in the Second Master's office. Pupils are required to complete one of these tasks in a designated time.	Housemaster / Housemistress / Second Master	Minor misdemeanours.	About an hour

Loss of Privileges	Among other things, membership of the Blundell's Club may be removed, or a pupil may be refused permission to leave the house after House Call.	Housemaster / Housemistress or Second Master	More serious misdemeanours.	One day or a number
Early Breakfast	A pupil is required to attend the start of breakfast at 7.35 am and has to get a card signed by the teacher on duty.	Tutor or Housemaster / Housemistress	Lateness in House (eg bed times) and other poor house discipline	One day or a number
Lateness Card	Attending mid-morning detention in Hall. Failure to attend results in a Mid-week Detention	Teacher	More than 3 minutes late for class	15 minutes detention
Uniform Notice	A pupil is given a card by a teacher who judges their uniform unacceptable. The other half of the notice card is handed to the Second Master's office	Teacher or Matron	Poor Dress	5 cards (from a range of teachers) result in a Wednesday detention. Greater numbers of cards result in escalating sanctions.
Uniform Report Card	A pupil is required to present a card at the start of every lesson for teachers to confirm adherence to College dress regulations	Housemaster / Housemistress	Persistent poor dress	One or two weeks
Task Card	A pupil is sent out of class to collect a card from the Second Master's Office. This results in a mid-morning detention in Hall. Failure to attend results in a Mid-week Detention	Teacher	Disruptive behaviour in the classroom	15 minutes detention
Work Report	A pupil's teachers have to comment on his/her performance in each class attended.	Housemaster / Housemistress or Deputy Head or Second Master	Persistently poor academic performance.	One or two weeks

Activity Report	A pupil is required to “sign in” to extra-curricular activities and to spend 90 minutes each day in extra-curricular pursuits.	Housemaster / Housemistress or Second Master	Poor use of extra-curricular time.	One or two weeks
Ethos Report	A pupil agrees targets in several areas of endeavour identified in the College Ethos Statement. The pupil is graded weekly on his progress by the HsM	Housemaster / Housemistress	A poor approach to life at College; a reluctance to capitalise on the opportunities available at Bradfield	Up to half a term

2. School Disciplinary Sanctions for Significant Indiscipline

Name of punishment	Activity involved	Punishment used by	Punishment used for	Usual duration
Mid-week Detention	A pupil is required to report on a Wednesday afternoon between 4.30 and 6.00pm (summer routine) and 2.15 and 3.45pm (winter routine). Failure to attend results in a Second Master’s Detention	Teacher; Housemaster/ mistress	Persistent poor behaviour in class; persistently poor or incomplete work	90 minutes
Second Master’s Detention + letter to parents from Second Master	A pupil is required to report on a Sunday evening, between 6.30 and 8.30pm. Failure to attend results in a Second Master’s Gating of one week.	Housemaster / Housemistress or Second Master	Seriously behind with work.	2 hours
Detention Weekend + letter to Parents from Housemaster / Housemistress	A pupil is required to complete a <i>significant</i> amount of outstanding work by working through the weekend at school	Housemaster / Housemistress	Seriously behind with work in a number of areas	One Weekend

Headmaster's Detention + letter to parents from Headmaster	A pupil is required to report on a Saturday afternoon, between 2.00 and 4.00pm. The pupil is not permitted to represent the College in sports or other activities that afternoon. Wilful failure to attend results in a College Gating	Teacher, following consultation with the Second Master	Repeated indiscipline in the classroom or wilful failure to attend a lesson.	2 hours
House Gating Card + letter to Parents from Housemaster / Housemistress	A pupil is required to 'check in' by the hour, between 7.30am and 10.00pm. Casual dress may not be worn, out of school visits are restricted, and membership of the Blundell's Club is suspended.	Housemaster / Housemistress	Serious indiscipline (1 st occasion) or for recurrent lesser offences (when other corrective punishment has proved ineffective). Examples of serious indiscipline include: persistent failure to attend Chapel; repeated non-compliance with "lights out" rules; failure to sign out of the house when required; a consistently poor approach to academic work	3 days and upwards to 14 days

<p>Second Master's Gating Card + letter to parents from Second Master</p>	<p>A pupil is required to 'check in' by the hour between 7.30am and 10.00pm. Casual dress may not be worn, off-site visits are restricted, and membership of the Blundell's Club is suspended. He/she must undertake a 90 min activity on every weekday, remain in school until 6pm on a Saturday, and return by 7pm on a Sunday.</p>	<p>Second Master</p>	<p>Very serious indiscipline (1st occasion) or recurrent instances of serious indiscipline (when other corrective punishment has proved ineffective). Examples of very serious indiscipline include: gambling; misbehaviour in the College Dining Hall; refusal to comply with instructions given by a member of staff; plagiarism in routine prep assignments; successive "Amber" results in Quarterly Grades.</p>	<p>1 week and upwards to 14 days</p>
<p>College Gating Card + letter to parents from Second Master</p>	<p>A pupil is required to 'check in' by the hour between 7.30am and 10.00pm. each day and attend Headmaster's Detention. Casual dress may not be worn, off-site visits are restricted, and membership of the Blundell's Club is suspended. The pupil is required to undertake 8 hours of community service and is not permitted to represent the College in sports or other activities.</p>	<p>Second Master</p>	<p>Highly serious indiscipline (1st occasion) or recurrent instances of very serious indiscipline (when other corrective punishment has proved ineffective). Examples of highly serious indiscipline include: debagging; improper use of the internet; smoking in public view within College bounds; plagiarism in Coursework; successive "Red" results in Quarterly Grades.</p>	<p>2 weeks</p>

<p>College Ethos Card + letter to parents from Second Master containing an explicit warning of the probable consequence of continued non-cooperation by the pupil</p>	<p>A pupil is given specific targets by the Second Master, covering several areas of endeavour identified in the College Ethos Statement. The pupil is graded weekly on his/her performance by the Second Master.</p>	<p>Second Master</p>	<p>Persistent, wide-ranging serious indiscipline, inside the classroom and beyond it, that reflects an uncooperative approach to school life and an indifference to the College's stated ethos.</p>	<p>Up to half a term</p>
<p>First punitive Suspension + letter to parents from Second Master containing an explicit warning of the probable consequence of subsequent suspension</p>	<p>A pupil is sent home (or to nominated guardians). On return an Action Plan is put in place, aiming to support improved behaviour by the pupil.</p>	<p>Second Master</p>	<p>Most serious indiscipline (1st occasion) or persistent indiscipline which, committed in the first instance, would at least warrant a Second Master's Gating. Examples of most serious indiscipline are given in College Rules and include: smoking inside a school building; bullying; deliberate damage to property; plagiarism in Public Examinations.</p>	<p>48 hours minimum, and upwards to five days</p>

<p>Second punitive Suspension + letter to parents from Second Master. This will be followed by a letter from the Headmaster's Office inviting parents to attend a review meeting at which the pupil's whole disciplinary history at the College will be examined. There is a strong probability that the review meeting will result in the expulsion of the pupil.</p>	<p>A pupil is sent home (or to nominated guardians).</p>	<p>Second Master</p>	<p>Repetition of most serious indiscipline or further persistence in very serious indiscipline at a level which, committed in the first instance, would at least warrant a Second Master's Gating.</p>	<p>48 hours minimum, and upwards to five days</p>
<p>Expulsion</p>	<p>A pupil is permanently excluded from the College</p>	<p>Headmaster</p>	<p>Gross indiscipline (1st occasion) or for persistent most serious indiscipline (continuing after Suspension and a supportive Action Plan directed towards the improvement of behaviour have proved an ineffective deterrent). Examples of gross indiscipline are given in College Rules and include the possession or use of illegal drugs, & violent or threatening conduct.</p>	<p>Permanent</p>

C3: Detentions

(Annex to the Behaviour Policy)

Last reviewed: March 2012

In addition to the detentions operating within academic departments, there are 4 central detentions at Bradfield:

- Morning detention, given when a pupil is given a lateness card or instructed to leave a lesson and collect a Task Card;
- Mid-week detention, given for repeated poor behaviour in class or 5 Uniform Cards in one term;
- Headmaster's Detention, given for missing a lesson without good cause or instances of significant misbehaviour in the classroom;
- Second Master's Detention, given to pupils who are behind with their work or 10 Uniform Notice cards in one term;
- Uniform Notice Cards attract escalating penalties:
 - 5 Notice Cards lead to a Mid-Week Detention (*when they are issued by at least 4 teachers*)
 - 10 Notice Cards (*issued by 4 or more teachers*) in one term lead to a Second Master Detention
 - 15 Notice Cards in one term lead to a Second Master Gating (one week)
 - 20 Notice Cards in one term lead to a Second Master Gating (two weeks)
 - 25 Notice Cards in one term lead to an interview with the Headmaster and a minimum sanction of a Headmaster's Detention.

Teachers should enter a pupil for a detention using the College Intranet:

Teacher Resources / Academic Matters / Discipline / Detentions

1. Task Card and Mid-Morning Detention

When a pupil is behaving in the classroom in a manner that is persistently disruptive or problematic and the teacher judges that the progress of the lesson will be assisted by the temporary removal of the pupil from class, that pupil may be instructed to collect a Task Card. To do this, the pupil must go to the Second Master's Office. A card is issued and the pupil's name recorded in the Morning Detention book. The pupil is required to return then to class, taking the Task Card for the teacher to complete at the end of the lesson. On the Task Card the teacher must fill in the reason why the pupil was sent out of class. The completed Task Card is handed by the pupil to the member of SMT conducting the Mid-Morning Detention, which lasts for 15 minutes and is held in Hall.

2. Lateness Detention

When a pupil arrives late to class the teacher should issue a 'Lateness Card'. The pupil should then attend the next Task Card/Mid-Morning Detention. The Second Master's Office circulates the names of attendees at each Task Card Detention to all staff after Break by email. Staff issuing Lateness Cards check the list emailed by the Second Master's Office and contact the HsM of any pupil not attending the detention requesting follow up. If the pupil has a genuine reason for not attending they are required to attend the following day. If the pupil doesn't have a good reason for not attending they are entered by the HsM into the next available Mid-Week Detention.

3. Mid-week Detention

When a pupil fails to respond to clear correction by the teacher, **and** other sanctions (e.g. the setting of extra work) fail to arrest persistent indiscipline in the classroom, the teacher may identify the pupil as wilfully and persistently disruptive, and then enter the pupil for mid-week detention. This detention is never used as a first resort but is intended to apply to pupils guilty of **persistent** disruption or misbehaviour in the classroom at a relatively low level. Persistent poor or late work is a form of classroom indiscipline and mid-week detention can be used as a means of addressing this. (Significant disruption or misbehaviour that *prima facie* warrants an immediate school punishment should result in a Task Card. In **very** serious circumstances a weekend detention may be appropriate.)

The IT system for recording detentions does not allow multiple entries of the same pupil, but teachers should NOT transfer a detention to the following week if a pupil is already on the list for the week in question. Rather, when the grey comment box comes up as a teacher attempts to enter a pupil already listed, the teacher should send an e-mail to the pupil's Housemaster/mistress indicating that disciplinary problems are multiplying.

Teachers must consider carefully whether incidents might not be better dealt with directly by themselves prior to entering pupils for school detentions. Pupils must not be entered into detentions lightly, and detention should not be used as a means of controlling behaviour – it is not acceptable to put a pupil in, to bring him/her to heel, and then to take them out of the detention at the end of the lesson.

Faulkner's pupils do not serve their Mid-week detention with other members of the College - their detention is between 8.00 and 9.15 pm on Friday evenings. They are entered for the detention in the same way as other pupils.

Once entered, pupils should only be withdrawn with good reason. Withdrawals from mid-week detentions can only take place if the HsM sends a note to the Master i/c detentions, giving the reason for withdrawal. All such notes are filed by the master i/c detentions as a record of detentions activity.

Additional Notes:

- Because of numbers of pupils involved, some Wednesday detentions have required additional staffing. When this is the case, any second (or third) person required to support the Duty Team in manning the detention is drawn from a list of those making most use of the Wednesday detention system.
- The Wednesday Detention will last for 90 minutes (2.00 – 3.30 pm in Winter Timetable and 4.15 - 5.45 pm in Summer Timetable)

4. Headmaster's Detention (Saturday afternoon)

This takes priority over all other activities and only in exceptional circumstances (agreed by the Headmaster) can it be postponed. Pupils need to be entered by the end of the Wednesday prior to the detention, and the Headmaster's Office writes to the parents of those listed, informing them that their son/daughter is required in school on Saturday afternoon. A list is circulated to HsMs, and the pupils involved, by 4.00 pm on Thursday afternoons, and also posted on the Discipline notice board opposite the Second Master's Office door.

Teachers should note that:

- Headmaster's Detention is given for missing lessons without good cause **or** for repeated classroom indiscipline (after discussion with the pupil's HsM); Pupils judged worthy of a Head Master's Detention must be discussed with the Second Master.
- A Sixth Form pupil in Headmaster's Detention is banned from Blundell's for one week and the pupil cannot represent the College in sporting activities that afternoon.
- As part of the Headmaster's Detention a pupil is required to write an essay for one hour on a topic set by the Headmaster. The second hour of the detention may be used to complete the pupil's own work.
- Once a pupil has been entered into Headmaster's Detention, only the Headmaster can authorise a withdrawal. The teacher and/or HsM concerned should seek the Headmaster's written authorisation to remove a pupil, the request should include the reason why the withdrawal is deemed appropriate.

5. Second Master's Detention (Sunday evening)

Pupils who are seriously behind with work are entered into Second Master's Detention. This takes priority over all other activities and only in exceptional circumstances (agreed by the Second Master) should the detention be postponed.

Teachers **unclear** about whether a pupil's lack of work warrants a Second Master's Detention should discuss their concerns with the pupil's HsM. They must make it clear that they are looking for **advice** and guidance.

If, on the other hand, a teacher is **certain** that a pupil's lack of work warrants a Second Master's detention then those convictions should be made fully clear in any discussion with the pupil's HsM. The HsM might not agree but if he/she does not then the teacher is entitled to an explanation that is clear and explicit. If the teacher does not accept that explanation, then the issue should be raised with the Second Master.

Pupils need to be entered by the end of the Wednesday prior to the detention, and the Second Master's Office writes to the parents of those listed informing them their son/daughter is required in school on Sunday evening. A list is circulated to HsMs and the pupils involved by 2.30 pm on Thursday afternoons, and also posted on the Snake Door notice board.

Teachers should note that:

- Where there is discussion between a teacher and a HsM over the suitability of using a Second Master's detention to punish a pupil, it remains the **teacher's** responsibility to enter the pupil on the system;
- A pupil who fails to complete a Green Paper is deemed to be significantly behind with work and should be placed in this detention;
- Once a pupil has been entered into Second Master's detention, only the Second Master can authorise a withdrawal. The teacher and/or HsM concerned should seek the Second Master's written authorisation to remove a pupil, which must include the reason for withdrawal.

6. Rules

The following rules apply in ALL school detentions:

- Pupils should arrive punctually (or be in possession of a late note). If a pupil arrives late without explanation then the time of arrival should be recorded by the teacher supervising the Detention;
- Pupils should be dressed in school uniform (or be in possession of a note from their HsM): if a pupil is improperly dressed then the fact should be recorded by the teacher supervising the Detention;
- Pupils should not listen to personal stereos in Detention;
- Pupils using laptops in Detention must be closely observed to ensure they are using the machine for work. They must not be connected to earphones;
- Pupils should not eat, drink or chew gum in Detention (they may, however, take bottled water to the 2 hour Detentions on Sunday);
- Pupils should be seated in a way that makes best use of the space in the room. Teachers should aim to spread them out as much as possible;
- Pupils are not permitted to talk in Detention;
- Pupils should be in possession of written work that they can complete on their own;
- If a pupil cannot attend a Mid-Morning or Mid-Week detention for some reason they must see the Second Master personally, *prior* to the detention;

7. Penalties

(a) Pupils not keeping abreast of a major work commitment

	Pupil's failure	HsM's Action etc	Note
1	Pupil culpably fails to attend a music lesson on more than one occasion	Pupil is placed in first hour of Second Master's Detention	
2	Pupil is seriously behind with work	Set teacher informs HsM and places pupil in Second Master's Detention	Only the Second Master can withdraw a pupil from Second Master's Detention. Failure to attend results in one week's gating by the Second Master.
3	Pupil is regularly listed for the Second Master's Detention	At the instigation of the HsM, the Deputy Head (Academic) will interview the pupil and set up an Action Plan to reform the situation	If a pupil successfully completes the Action Plan then he/she returns to the bottom of this ladder
4	Pupil fails satisfactorily to complete the Second Master's Gating Card issued when he/she fails to attend the Second Master's Detention	Second Master will suspend the pupil for 48 hours.	This suspension marks the beginning of a period of Academic Probation reviewed by the HsM

(b) Poor Behaviour in Class

The school's philosophy is that the class teacher is primarily responsible for good order and discipline in the classroom. The sanctions described below should only be used when other means of correcting misbehaviour have failed. The Second Master and the Deputy Head (Academic) are always happy to discuss effective methods of control with teachers, and in particular to discuss the standards that are normative at Bradfield. Discussions of classroom discipline are also part of the school's appraisal process.

	Pupil's failure	Response	Notes
1	Pupil persists in misbehaving after reprimand and warning or persists in presenting poor or late work	Teacher punishes pupil in an appropriate way	If the pupil <i>continues</i> to misbehave, he is placed in Mid-Week Detention Note: Mid-Week Detention is <i>not to be used as a first resort</i> . It is to be used when other mechanisms have failed Failure to attend Mid-Week Detention results in 5 days' gating by HsM
2	Actions by the pupil judged disruptive: the classroom experience will be improved if they are briefly excluded	Teacher instructs the pupil to collect a Task Card from the Second Master's Office	Teacher completes Task Card. Pupil attends Mid-Morning Detention. Failure to attend Mid-Morning Detention results in 5 days' gating by HsM
3	An action by the pupil (e.g. wilful failure to attend a lesson) judged worthy of detention <i>in the first instance</i> or a pupil guilty of repeated indiscipline in the classroom	Teacher discusses the pupil's behaviour with the Second Master	Pupil may be placed in Headmaster's Detention with HsM's approval. Only the Headmaster can withdraw a pupil from this detention.
4	Pupil is regularly listed for Mid-Week Detention	At the instigation of the HsM, the Deputy Head (Academic) will interview the pupil and may gate him/her for 5 days	If a pupil successfully completes the Gating Card then he/she returns to the bottom of this ladder
5	Pupil fails to complete satisfactorily the HsM's Gating Card issued after missing a Mid-Week Detention or the Mid-Morning Detention	Second Master will gate the pupil for 5 days.	Failure to complete the Second Master's gating results in 48 hours suspension

(c) Missing a lesson without good reason etc.

If a pupil is absent from a lesson (or guilty of very serious indiscipline in the classroom), the set teacher informs HsM using the PASS system. If the absence was deliberate, or based on culpable negligence, then the pupil may be placed in Headmaster's Detention following discussion with the Second Master. The same punishment is applied for serious indiscipline if there are no mitigating circumstances. Only the

Headmaster can withdraw a pupil from the Headmaster's Detention. Failure to attend the Headmaster's Detention results in suspension for 48 hours.

(d) Penalties for arriving late to detentions

The disciplinary procedures will only be effective if they are taken seriously and consistently enforced. Pupils must ensure that they arrive punctually to all detentions. Failure to do so will incur the following penalties:

	Pupil's failure	HsM's Action etc	Notes
1	Pupil arrives late for Mid-Morning Detention	Pupil will be given a Mid-Week Detention	The consequence will be discretionary on the part of the supervising SMT
2	Pupil arrives late for a Mid-Week Detention	Pupil will be placed in Second Master's Detention	This will be discretionary on the part of the HsM, and will depend on the degree of lateness and any mitigating circumstances.
3	Pupil arrives late for a Second Master's Detention	Pupil will be placed in the next Headmaster's Detention	Discretionary on part of HsM and dependent on circumstances.
4	Pupil arrives late for Headmaster's Detention	Pupil will risk being given a 14 day College gating	At the Headmaster's discretion.

(e) Penalties for missing detentions

	Pupil's failure	HsM's Action etc	Note
1	Pupil fails to attend Mid-Morning Detention	Pupil must attend Mid-Week Detention	
2	Pupil fails to attend Mid-Week Detention	In the first instance the pupil is gated for 5 days by HsM	If a pupil successfully completes the Gating Card then he returns to the bottom of this ladder
3	Pupil fails to attend Second Master's Detention	Second Master will gate pupil for 5 days	At the Second Master's discretion
4	Pupil fails to attend Headmaster's Detention	Headmaster will impose a 14 day College gating	At the Headmaster's discretion

NB: A pupil who is gated is not permitted access to Blundell's in the period of gating. The Activities section of the Gating Card must also be completed.

7. Equality and Diversity in the Detentions System

Lists of all detention attendees may be examined by the Head of SSSD for the purpose of ensuring that no individuals or groups are unjustifiably over-represented in the detention statistics. She will follow up any substantial biases that may come to light.

Periodically, other detentions statistics, notably the distribution of detention entries by members of staff, may be examined by the Second Master or Deputy Head (Academic) with a view to ensuring a consistent approach in the application of the detentions policy.

C4: Visiting Regulations

(Annex to the Behaviour Policy)

Last reviewed: March 2012

Visiting rights are a privilege and may be removed by a HsM if it is felt they are being abused.

Evening visiting – All visiting taking place after 7pm at night (except going to Blundell's) must be authorised by means of a visiting card correctly signed.

Signing in/out – Visitors to any house must always present their visitors card to sign in immediately upon arrival and out on leaving.

Boy-Girl visiting

- No boy is ever permitted to visit a girl's room.
- Senior girls only may visit a boy's room between 9.20 and 10.00 pm on weekday evenings after first signing in with a tutor, who will visit at irregular intervals. Under no other circumstances may a senior girl visit a boy's room.
- Junior girls may never visit a boy's room.
- The usual punishment for breaking these rules will be suspension in the first instance.

AWP/Sports Hall – Pupils wishing to use the AWP or Sports Hall in the evenings must sign in with the Gap Student on duty and sign out again afterwards.

Blundell's – The club is open from 9.00 – 10.15 pm. Pupils may only gain access on presentation of a current Blundell's card. Purchases at the bar require a drinks card to be surrendered.

Faulkner's – there is no visiting to Faulkner's except by prior and personal arrangement with the HsM.

Time	Days	For...	Comments
1.00 – 2.00 pm	Weekdays	All	No visiting is permitted during House Calls
5.30 – 7.00 pm			
6.05 – 6.45 pm	Weekdays	Shell & Fifth Form	<ul style="list-style-type: none"> • All visitors to report in and out in person to the tutor on duty and to be in possession of a visiting card • Visiting is to remain within the walls of the house (inside Dells/JBs/Sports Hall where appropriate) or within the immediate lit area surrounding the AWP • 10.00 pm curfew for Shell & Fifth Form • 10.10 pm curfew for Sixth Form to return to houses after Visiting or Blundell's
9.20 – 10.00 pm	Weekdays	Sixth Form	

1.00 – 10.00 pm	Saturdays	Shell & Fifth Form	<ul style="list-style-type: none"> • After 7.00 pm visitors should be in possession of a visiting card • No visiting is permitted during House Calls • Visiting is to remain within the walls of the House
1.00 – 10.45 pm		Fifth Form	
12.30 – 7.00 pm	Sundays	All	

General visiting rules

Pupils may visit friends in other boarding houses **only** at the times shown. Any changes to these will be published to Houses and prominently displayed in the entrance to every boarding house, alongside the specific rules for visiting that operate in each particular house. **When visiting another house a pupil must always sign in** and refer to the visiting rules to ensure that the visit is being made under appropriate circumstances.

Within the boarding houses, pupils are expected to behave in the same sort of way that they would when visiting a friend's home. HsMs will demand standards of behaviour that a reasonable parent would expect in such circumstances. Thus, physical contact should be appropriate to the age of the pupils and limited to what is acceptable within a family group at home. In particular, passionate kissing and other physical expressions of passion are not permitted when pupils visit one another in houses – neither in the house common room nor in a boy's study-bedroom.

Specific visiting restrictions:

- All pupils visiting another house after 7.00 pm on any day must have a visiting card, and sign in and out with the HsM or Tutor on duty.
- Junior School pupils of the opposite sex may visit only the ground floor of other houses: in many houses there are designated visiting rooms in which pupils may meet one another.
- **Pupils in Faulkner's, Shell and Fifth Form are never allowed to visit a pupil (of the opposite sex) from another house in their study-bedroom. The usual punishment for breaking this rule is suspension of both parties.**
- **The study-bedrooms of all girls (including those in Sixth Form houses) are out of bounds to all boys.** Senior girls' houses have generous common room facilities in which boys from other houses may be entertained as individual guests. A housemistress or duty tutor may refuse access to parties of boys if they consider the group visit inappropriate.
- Female members of the Sixth Form are permitted to visit Sixth Form boys in their study-bedrooms, but *only* between 9.20 and 10.00 pm on weekday evenings, and after being signed into the house *personally* by the duty tutor. When a boy's study-bedroom is some distance from the main entrance to the boarding house, it is expected that he will meet the girl in the foyer and conduct her through the house to his room, and also accompany her to the door when she leaves. During the time a Sixth Form boy is entertaining a girl in his study-bedroom, the duty tutor will call into the room at least once during the visit.
- There is no visiting to Faulkner's except by prior and personal arrangements with the HsM.
- Visiting rights remain a privilege, and may be removed by the HsM if it is felt they are being abused.

C5: Restraint of Pupils

(Annex to the Behaviour Policy)

Last reviewed: March 2012

There is a wide variety of situations where it may be appropriate to restrain a pupil. These include occasions when a pupil attacks a member of staff or another pupil or when pupils are fighting. It is also appropriate when a pupil is at risk of self-harm, or found vandalising property.

In such circumstances force should only be used when it is *necessary*, and the degree of force must be *proportionate* to the seriousness of the behaviour or its consequences if continued. It should also be *appropriate* to the age, understanding and sex of the pupil involved.

Acceptable forms of force include: physically interposing between pupils; blocking a pupil's path; holding, pushing, or pulling a pupil; leading one by the hand or arm; or shepherding a pupil away by placing a hand in the centre of the back. Only in extreme circumstances is it appropriate to use more restrictive holds.

Unacceptable forms of force include: holding a pupil around the neck or by the collar, or in any way that might restrict breathing; slapping, punching or kicking a pupil; twisting or forcing a pupil's limb against a joint; tripping up a pupil; holding one by the hair or ear; or holding a pupil face down on the ground. Holding a pupil in a way that might be considered indecent is also, quite obviously, unacceptable.

Physical intervention should be avoided wherever possible. It is a last resort. It should only be used where the need is urgent or where alternatives (like reasoning with a pupil or giving a direct instruction) have failed.

If force has to be used, the teacher should continue trying to communicate with the pupil restrained throughout the incident, making clear that physical contact or restraint will stop as soon as it is no longer necessary.

When the incident is over, the teacher involved should report what has happened to the Second Master and make a written statement explaining what was done and why it was judged necessary. A *pro forma* for making the required written report is attached.

Restraint of Pupils, Incident Record

The use of force to control or restrain pupils: Incident Record

Details of pupil or pupils on whom force was used by a member of staff (name, house, year)	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons	
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used	
Reason for using force and description of force used	
Any injury suffered by staff or pupils and any first aid and/or medical attention required	
Reasons for making a record of the incident	
Follow-up, including post-incident support and any disciplinary action against pupils	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by: Name and role: Signature: Date:	Report countersigned by: Name and role: Signature: Date:

C6: The Driving of Cars by Pupils

(Annex to the Behaviour Policy)

Last reviewed: December 2011

1. Boarding Pupils

- Boarding Pupils are never permitted to keep a car at Bradfield.
- Boarding Pupils may take driving lessons at Bradfield subject to the following conditions:
 - The College will not organise lessons nor recommend a driving school to pupils or their parents. Driving schools are not permitted to advertise their services within College boarding houses.
 - Driving lessons must not interfere with a pupils' College commitments (either curricular or extra-curricular).
 - Driving lessons must be paid for in cash. They cannot be financed through a pupil's "extras" bill by drawing on a cash advance from the Bursary.
 - The Driving Instructor must collect the pupil from outside the boarding house. The Instructor may not enter the boarding house. The pupil may dress in casual clothes.
 - The Driving Instructor must drive the car until it is outside the College bounds (defined by the 30mph signs at the entrance to the village). The pupil must surrender the controls to the Instructor at the end of the lesson, so that the Instructor is again driving when the car returns inside College bounds. A pupil must never drive within College bounds whilst learning (if practising under the supervision of a parent or sibling, on return from weekend leave, a pupil must surrender the controls to a qualified driver before entering school bounds).
 - The practical driving test (but *not* the theory test) may be taken at a time that conflicts with a pupil's College commitments (both curricular and extra-curricular).

2. Day Pupils

- Day pupils who have passed their driving test may apply to the Second Master for permission to drive a car to and from school, at the beginning and end of the school day. Permission will be granted subject to clear and strict conditions available from the Second Master's Office. Included in these conditions is the requirement that a pupil holding permission to drive a car to school must carry the photo identification card issued to such pupils by the Bursar's Office. A pupil who fails to abide by these conditions will forfeit permission to drive a car to/from school.
- Day pupils may take driving lessons at Bradfield subject to the same conditions as boarding pupils.
- Day pupils who are both qualified drivers and the children of staff resident within Bradfield village may only drive a car at times when they have signed out of the College at the end of the school day. With the sole exception of the road running to/from their parents' house, staff children must not drive within the school/boarding house grounds: they may drive only on the roads running through College property that are maintained by the Local Authority.

C7: Confiscation of Pupils' Property

(Annex to the Behaviour Policy)

Last reviewed: March 2012

Teachers and Matrons are permitted to confiscate property from pupils under appropriate circumstances.

Temporary Confiscation

Items such as mobile phones and i-pods can be temporarily taken away from pupils if it is judged that the pupil is making inappropriate use or illicit use of the item removed. (e.g. a HsM may confiscate a mobile phone overnight if it is regularly used after lights out by the pupil in question, to an extent where the pupil's need to sleep is being compromised.)

In such circumstances:

- The HsM/Matron/Teacher must assume personal responsibility for the confiscated item and so keep it in a secure place
- If the confiscated item is to be retained overnight then it should be handed to the pupil's HsM.
 - It should be put into a labelled envelope (or a labelled luggage tag attached if the item is large). The date of confiscation should be shown on the label;
 - The pupil must be given a written receipt for the confiscated item;
 - Overnight confiscations should be recorded in the House punishment book. The date on which the confiscation will end must be explicit and the HsM must make this known to the owner of the item.
- A pupil may object to the confiscation of possessions by raising the matter with the Second Master.

Permanent Confiscation

There is a list of prohibited items set out in the Pupil Handbook. These are

- Knives of any kind (except for pen-knives with blades no more than 6cm long);
- Catapults, BB guns, air guns or similar weapons or replicas;
- Fireworks or any form of explosive;
- Tattooing and piercing machines;
- Ouija boards or other paraphernalia associated with the occult;
- Pressurised aerosol sprays (including deodorants).

These items and other materials prohibited by College Rules (alcohol, tobacco, pornography) may be permanently confiscated from a pupil.

When this is done the confiscated material must be handed to the pupil's HsM:

- The HsM must inform the parent of the pupil and consider returning the confiscated item to the parent either directly, by post, or at the end of the half term.
- The pupil may object to the confiscation by raising the matter with the Second Master.

C8: The Use of Breathalysers at Bradfield College

(Annex to the Behaviour Policy)

Last reviewed: March 2012

1. By Housemasters/mistresses

Two breathalysers are stored in the Second Master's bunker. It is intended that these might be used by a HsM persuaded that a pupil has been drinking, even though the pupil vigorously denies it. The notion is that a breath test provides an objective means of settling the dispute and thus means that contentious argument is cut short. The period of time that elapses whilst the machine is collected from the SCR allows the pupil time to cool off after an angry exchange.

The HsM, suspicious that a pupil has been drinking, makes a formal note of his/her suspicions, and notes that he/she has told the pupil that they have a choice under the College rules: to acknowledge the drinking or to prove innocence by taking a breath test. The pupil countersigns this statement.

If the pupil refuses to countersign the statement, the HsM excuses the pupil further disciplinary discussion, to focus on the pupil's health and welfare. He/she informs the Second Master of the incident, on the next day, using the Notifiable Offence *pro forma*. The Second Master then interviews the pupil and writes to the parents.

If the pupil signs the statement, the HsM collects the breathalyser from the SCR (or has it collected by a tutor/matron) and asks the pupil to take the test. If the pupil refuses the test, this is noted and the pupil countersigns the note. The HsM excuses the pupil further disciplinary discussion, to focus on the pupil's health and welfare. He/she informs the Second Master of the incident, on the next day, using the Notifiable Offence *pro forma*. The Second Master then interviews the pupil and writes to the parents.

If the pupil accepts the test and passes, this is noted. At the first opportunity, the HsM informs the pupil's parents that the test has been given and passed. If the parents do not complain that the test was given, the paperwork is then destroyed. If the parents are unhappy that the test was given the papers are passed to the Second Master's Office and he takes matters forward.

If the pupil accepts the test and fails, this is noted. At the first opportunity, the HsM informs the pupil's parents that the test has been given and failed. If the parents do not complain that the test was given, the paperwork is then filed. The HsM will excuse the pupil further disciplinary discussion, to focus on the pupil's health and welfare. He/she will inform the Second Master of the incident, during the next day, using the Notifiable Offence *pro forma*. The Second Master interviews the pupil and writes to the parents. (If the parents express unhappiness that the test was given, the Second Master takes matters forward).

2. By the Second Master

If a pupil is punished for a Level 5 drinking offence (HsMs' Manual page 73), the pupil returns to College under Pastoral Probation. As part of the conditions of this probation, the pupil is subject to random breath testing (similar to the random urine testing used to give pastoral support to those in the College who seem *prima facie* to be at risk of becoming involved in the illegal use of controlled drugs).

The pupil and his/her parents formally consent to this supervisory regime by signing a form, provided by the Second Master's Office and counter-signed by the Headmaster. The testing of the pupils is a confidential matter and undertaken by the Second Master, on an occasional basis, and at random intervals. The pupil is asked to meet the Second Master, either in the Second Master's Office or in the HsM's Study, and the details of the test are noted and signed by both the pupil and the Second Master.

When a pupil passes the test, all records of the test are destroyed. When a pupil fails the test, the Second Master writes to the parents and informs the Headmaster. The Headmaster takes the matter forward as a breach of the conditions of Pastoral Probation.