



# BRADFIELD COLLEGE

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# Behaviour Policy

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## 1. Statement of principles

Wherever possible Bradfield College will attempt 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 co-curricular activities are essential for the development of that enthusiasm which extends beyond participation and is central to the value of the co-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 will also be promoted by pupils being taught that the core purpose of the College, is to be 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 will have 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 will further be 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 must be transparent and just: pupils and teachers must have a clear understanding of what is expected; the rewards and penalties associated with illicit conduct must be clearly understood and consistently applied.
- The disciplinary code must recognise 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 must be both affirming of good behaviour and make a critical response to poor behaviour. Thus, good behaviour will result in rewards appreciated by pupils, and poor behaviour in unpopular sanctions. The system of rewards and punishments will be known and have credible motivational effect.
- Pupils must understand how to express their concerns if they feel that they have been unfairly disciplined; informal structures for the discussion of grievances must be well-known and the formal pupil complaints procedure must be easily available and well-publicised.
- The development of pride in the College is central to the creation of good behaviour amongst pupils.
- Pupils must 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 must be 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 and Higher Education Department ('Horizons') will play 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 goals.
- Pupils must be 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 Wellbeing Department and the informal Wellbeing occurring in the boarding houses (and elsewhere, for example in the co-curricular sphere) play a key role in assisting pupils' understanding of the impact upon them of contemporary issues, and in aiding them to make a considered response to their influences.
- The College staff will be encouraged to be realistic about matters of discipline. Teachers and pastoral staff must understand the way the behaviour of adolescents develops and 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 will 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 will 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 particular pupils will be an essential part of the College's disciplinary programme, as will be 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*" (2013, updated 2016).

## **2. Developing the Foundations of Good Behaviour**

### **2.1 Positive Relationships**

Positive relationships will be 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 will stress the importance of respect for other members of the community and the College's Core Values will stress the importance of caring relations between pupils. *Advice to all Teaching Staff* will stress the importance of a respectful approach to children in the classroom and pastoral work. As a coeducational school, Bradfield will work to ensure that relationships between boys and girls are appropriate; there will be a College Policy on Friendships and Relationships.

## 2.2 Appreciation of the College's Core Principles

The College's core principles will be set out in its Core Values and in Bradfield's statement of boarding principles. School and House assemblies will be used as opportunities to explain the purposes behind policies and decisions. Housemasters/mistresses and tutors will be encouraged to respond carefully to honest questions and criticisms, brought forward by individuals and at House Prefects' Meetings; pupils will have an opportunity to discuss issues at meetings of House Forums, the Deputy Head Pastoral's regular discussions with pupils in house and via pupil questionnaires. Every effort will be made to ensure that pupils recognise that the College's disciplinary code is not arbitrary or gratuitous.

## 2.3 Pride in the College

Pupils will be encouraged to be proud of their membership of the Bradfield community. The privilege of an education on the beautiful Bradfield campus will be underscored by the College's commitment to the ongoing improvement of grounds, gardens and buildings. The College uniform policy will aim 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 will further emphasise College identity; pupils and parents will be encouraged to attend matches and support Bradfield's teams. Pride in the history of the College will be developed through formal events like Handshaking, Commemoration Day and the whole-community Act of Remembrance at the Collingwood Cross on 11<sup>th</sup> November.

Pride in the achievements of individual members of the College community will also be 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 will look 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 will be acknowledged in verbal and written feedback (there are four sets of written academic reports a year, plus pastoral reports at the end of each term) and achievement will be celebrated both at house and school level. The broad co-curricular programme will work 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 will be acknowledged and praised.

## 2.5 Key Personnel and Activities

The development of positive relationships within the life of the College, an appreciation of the coherent 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 will be set out in the HsMs' Manual
- The pupils' personal tutors whose broad responsibilities will be given in Advice to all Teaching Staff.
- The academic programme will seek to meet the needs of individuals, stretching the most able, supporting those with difficulties and allowing everyone some measure of success. The curriculum will not be wholly driven by examination programmes (as exemplified by the Divisions programme) and there will be opportunities for discussion and questioning to encourage cooperative enquiry and individual growth. Pupils with difficulties will enjoy extensive support from the SSSD Department; academic departments will provide support outside the classroom to augment work done in scheduled lessons.
- The co-curricular programme, including games, music, drama, societies and activities will be a key part of Bradfield's educational provision, and not simply a recreational arrangement.
- Chapel and Assemblies will provide regular opportunities to address important issues, broaden horizons and celebrate individual and corporate success. In these fora the College's moral code will be made explicit and attention given to pupils' spiritual development.
- The Wellbeing programme, operating both in classes and in boarding houses, will provide opportunities for pupils to think together on key issues and grow in emotional maturity and practical wisdom.
- The Careers and Higher Education Department will seek 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 will aim to support those engaged in pastoral care, and the delivery of the curricular/co-curricular programme, offering extensive in-service training and continuing professional development. Support will also be 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 and the Confidentiality Policy.

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

#### **3.1 Successful acquisition and provision of transition information**

All pupils joining the College will be supported by references provided by previous schools. Housemasters/mistresses will 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 will be 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 will be weekly meetings of Housemasters/mistresses and the SCR will gather formally at break times, Mondays and Fridays. Regular extended meetings of Heads of Department, Matrons, House

Tutor teams, Academic Departments and Senior Managers will also take place. The Deputy Head Pastoral will meet weekly with the College Medical Advisor(s) and termly with the College Counsellor. The Deputy Head Pastoral will also chair a termly meeting of the Pastoral Welfare Committee that brings together representatives of all involved in the pastoral care of pupils. The SSSD Department will organise a termly briefing of representatives from each academic department.

### 3.3 Private Communication

These will be opportunities to communicate with Housemasters/mistresses using the iSAMS system, email, telephone or face-to-face meetings. Protocols will be put in place to ensure that it is understood whether communication is 'for information', 'requires response' or 'for action'. Tutors will communicate regularly with HsMs.

### 3.4 Enquiries

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

### 3.5 Information Management

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

Files on each pupil will be maintained in HsMs' offices and will be available for consultation by pupils' personal tutors. Additional disciplinary files will be 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 will be on-going dialogue between Housemasters/mistresses and pupils' families and this will be 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) may follow from these initial conversations. All significant disciplinary sanctions will be followed up in writing by either the Housemaster/mistress, or member of the Senior Leadership Team, 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 will be invited to respond, either in writing or by telephone and to view 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 will play a key role in supporting pupils faced with on-going disciplinary problems and the College Counsellors will offer a generous service allowing pupils to talk through difficulties in a "safe place". There will be a weekly meeting between the Deputy Head Pastoral and the College Medical Officer whose professional advice will be 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 medical confidentiality permits, the College will aim to remain informed of developments: external professionals will be 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 will offer the first elements of this individual nurture. Where appropriate, more extensive and systemised intervention may prove necessary.

A file of Care Plans on individual pupils will be maintained by the Deputy Head Pastoral's Office. These plans will be available for consultation by all those involved in the education of individuals with special difficulties. Those taking pupils away from College overnight will be 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 co-curricular development. Strong effort and worthy achievement will be recognised and explicitly celebrated. This validation of pupils' commitments and successes will be a regular feature of all classes and activities, and part of the ethos in every College boarding house.

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

- Academic Merits
- Academic Commendations
- Attitude to Learning Awards (linked to reports and grades)
- Quarterly Effort and Achievement grades
- Departmental awards
- Letters to parents from the Deputy Head (Academic)
- Commemoration Prizes (book tokens)
- Honorary Scholarships (awarded for excellent GCSE or AS results)

On the co-curricular side, rewards will include:

- Co-Curricular Commendations
- Sports Colours (ties and pashminas)
- Team photographs and meals
- Sports cups and other trophies (e.g. a bat will be given to any pupil scoring a century in a College match)
- Attendance at the Sports Dinner, Drama Dinner
- Valete in the Summer Concert Programme
- Promotions within the CCF
- Headmaster's Commendation
- Commemoration Prizes (book tokens and trophies)

Other means of rewarding pupils will 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 Prefect, 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 will be evaluated and corrections made, for example, by Heads of Department (Merits, Pupil of the Quarter etc), the Director of Sport (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 CPD process at Bradfield requires staff to be scrupulous in the evaluation of their own practices; improved use of the system of rewards will be an appropriate CPD target.

## **5. Disciplinary Sanctions**

The sanctions used at Bradfield will be described on the Table of College Sanctions. There will be a College Detention Policy. When punishing children, the College will be mindful of the requirement of the principle that punishment should not be idiosyncratic or intend 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 will be no corporal punishment at Bradfield, children will not be fined and will not 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 will be 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 will be 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 co-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, will thus be about enabling pupils to make the most of their opportunities; it will be imposed to reform poor behaviour and performance and to deter others from behaviour that is likely to undermine their own schooling.

Occasionally punishment will also be 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 will never be given vindictively: it will be 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 will be published.

Suspension, a temporary exclusion lasting for 48 hours will be the most severe punishment routinely given to pupils at Bradfield and is often the punishment associated with the Notifiable Offences. Pupils and parents will be warned in the College Rules that certain offences can result in suspension on the first occasion they are committed. The College Rules will also make clear that a pupil suspended on two occasions will be required to attend a review meeting with the Headmaster, along with his/her parents. A pupil suspended on two occasions should expect to be expelled from Bradfield.

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 will be published.

Where an individual's room or area has to be searched, in pursuit of information or good discipline, there will be very clear rules followed by Housemasters/mistresses or House Tutors. These will be set out in a separate College policy published later in this document at:

***C7: Searching of pupils, their property or their rooms.***

The College Policy on Drugs will be published will be published later in this document at:

***C10: Drugs.***

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 will be published later in this document at: ***C6: Restraint of Pupils.***

## **6. Records**

All major punishments issued in the College will be 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 and year group of the person administering the punishment.

The Second Master will maintain a punishment book counter-signed by the Headmaster. The punishment books/logs maintained by Housemasters/mistresses will be counter-signed by the Deputy Head Pastoral. Housemasters and Housemistresses will be notified of all significant punishments issued by other members of the teaching staff, either by email or using iSAMS.

## **7. Publication of the Table of Sanctions**

The College Table of Sanctions will be made known to parents, pupils and staff by being published, in the Behaviour Policy in full and referenced in

- In the Parents' Handbook
- On the College website
- In Advice to all Teaching Staff
- In the Matron's Manual

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

## **8. Evaluation and Development of the Disciplinary Code**

Disciplinary issues will appear as agenda items in meetings of the SMT, Housemasters/mistresses and Heads of Department. Aspects of the code will also be reviewed on an *ad hoc* basis at these meetings.

The Disciplinary 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 may 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 will be formal complaints procedure that can be invoked. This will be set out in the Pupil Handbook and published on the notice boards in all boarding houses. There will also be 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 will 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 will be 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 will be liable to suspension pending a review meeting with the Headmaster.

# **C1: Social relationships between Pupils**

## **(Appendix to the Behaviour Policy)**

Last reviewed/revised: November 2017

### **Introduction**

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

There will be certain standards of behaviour that are *absolute expectations* of the whole pupil community. All pupils will be expected to 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.

### **General Principles: The Academic Day**

During the academic day (8.30 am – 6.00 pm), pupils will be expected to behave in a way commensurate with the school as a place of learning; behaviour that has its proper place in leisure time will not be permitted to spill into that part of the day set aside for work (during which school dress is worn). Pupils will 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 will be 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 must 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 will be expected in the classroom, in Hall, on the games field and the touch line between 8.30 am and 6.00 pm.

### **General Principles: Social Time**

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 will be expected to deport themselves in a way that does not compromise the reputation of the Bradfield community or cause offence to others present. Physical contact must be restricted to what is conventionally regarded as decent public behaviour, and be appropriate to the ages of the pupils involved. As a general guide, in social time pupils will restrict themselves to physical intimacies that are conventionally regarded as appropriate between siblings: thus standing in a close embrace will be regarded as quite inappropriate.

Pupils are warned that large groups gathered in one place can appear intimidating to passers-by. Pupils meeting outside in groups of more than about half a dozen or moving around the campus en masse must consider the impact their group will have on others in the same area, or using the same pathways.

Pupils are permitted to 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.

Houses have common room facilities in which individual visitors from other houses may be entertained as guests. It is fundamental to the successful operation of these common rooms that they are places where pupils entertain particular guests – houses will not entertain 'packs' of visitors, not least because herd behaviour is not appropriate in an educational context. Thus a Housemaster/mistress or duty tutor will refuse access to parties of visitors 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 will be expected to behave in the same sort of way that they would when visiting a friend's home. Respect for the private space of other pupils will be axiomatic; it will be expected that pupils always knock before entering another's room, leave when asked, and do not interfere with someone else's possessions, desk or bed. Housemasters and Housemistresses, who are *in loco parentis*, will generally demand standards of behaviour that a reasonable parent would expect. Since Bradfieldians range in age, from the thirteen year olds in Faulkner's to the adults of the Upper Sixth, close relations that are acceptable between pupils of similar age will not be permissible in other cases.

It is acknowledged that pupils are often brought together by sexual attraction (it is also recognised that close and intimate relationships 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 circumstances when it will be inappropriate for intimate relationships of any sort to develop between pupils. Physical contact must be always appropriate to the age of the pupils.

It is required of pupils that they do not act in any way that may cause offence or embarrassment to others. Passionate kissing and other physical expressions of libido are not appropriate public expressions of affection within the context of a boarding community. Pupils will be clearly taught that if they place themselves in an apparently compromising sexual situation, the College will have to interpret appearances at their most serious, and this may result in their expulsion.

Pupils will visit only the ground floor of other houses: there will be designated visiting rooms in which pupils may meet one another. Pupils will *never* be allowed to visit a pupil of the opposite sex in their study-bedroom. The usual punishment for breaking this rule will be suspension. Pupils of the same sex are expected to visit only in friendship: physically intimate behaviour between boy and boy or girl and girl is as unacceptable as physical intimacy between a girl and a boy.

The College's Wellbeing programme involves the discussion of relationship issues with pupils. In Faulkner's, pupils will look at definitions of Emotional Literacy and Well-Being. They will look at human values, an individual's rights and responsibilities within a relationship and will discuss peer pressure. They will consider all types of family unit/ partnerships and the values inherent in a loving relationship. Work will also take place on dealing with dysfunctional relationships, loss and establishing an understanding of appropriate relationship boundaries. In Shell, the pupils will consider sexual identity, the Law and the limits it places on, sexual relationships; they will also learn about sexual health including: contraception, STIs and relationship abuse. Pupils will discuss abortion and young parenting as well as domestic abuse. In the Fifth form pupils follow a course on 'Attitudes to self and other' which looks at stereo-types, and prejudice and includes: racism, sexism and homophobia. There will be further discussion of all these issues during the Sixth Form years supported by specialist talks and workshops.

Careful attention will be 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 will be 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 will be clarified.

## **C2: Pupil Discipline – College Rules and Sanctions (Appendix to the Behaviour Policy)**

Last reviewed/revised: August 2019

### **College Rules**

Words or actions which, in the Headmaster's judgement, contravene the College ethos will always be judged in a very serious light; they may place an individual's future at Bradfield 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); the using of someone else's account to send e-communications; 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 is likely to lead to 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 in usual circumstances 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 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 will not be used at Bradfield.

Day-to-day classroom discipline will be 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 must not be such that they cause other teachers in the College to experience difficulties. All teachers will 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 will be the responsibility of the Housemaster/mistress, who will be expected to deal with most issues autonomously, subject only to the guidance that the disciplinary policies he/she adopts must not be such that they cause other Housemasters/mistresses in the College to experience difficulties.

There will be a range of major disciplinary offences that teachers and Housemasters/mistresses must always report to the Second Master or Deputy Head (Pastoral). 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 or Deputy Head (Pastoral): other notifiable offences will be subject to his jurisdiction when first committed.

The following will be 'Notifiable' Offences, reported to and recorded by the Second Master:

- Smoking/Vaping
- Use of Alcohol
- Gambling
- Breaking curfew or bounds
- Importing contraband
- Malicious damage of property
- Fraud
- Sexual activity
- Use of legally permissible and/ or hard core pornography
- Behaviour where a pupil is physically or verbally intimidated (bullying, physical violence, racism, sexism, homophobia, debedding, debagging, cyber bullying)
- Theft
- Improper use of telephone or computers to record, manipulate or transmit improper images
- Improper use of electronic communication to send intimidating, threatening or otherwise improper messages and/or images
- Improper use of the internet

- Computer hacking and attempts to penetrate the firewall and security devices protecting the College intranet
- Use of someone else's account to send e-communications
- Illicit use of a car by a student or illicit travel by a pupil in a car driven by another student or by an OB
- Possession or use of tattooing or piercing machines.
- Possession or use of Ouija board, or other paraphernalia or activities associated with the occult.
- Serious indiscretions involving the crossing of roads
- Improper behaviour towards others
- Involvement with controlled substances
- Any other illegal activity

## Smoking

Pupils – whatever their age – will not be permitted to smoke anywhere on College property or at any time on any off-site College activity. Pupils caught smoking inside a College building will always be suspended.

Electronic cigarettes are banned from the College and smoking them or possessing them will be treated as serious offences. Because they do not represent risk of fire, pupils who smoke electronic cigarettes inside College buildings will not necessarily be suspended on a first offence, but will instead be issued with a College gating.

The College recognises that under-age smoking is deeply embedded in British society – particularly within youth culture – and will aim to deal with smoking by pupils on College premises as breaches of the College rules rather than as illegal activity. Some clear distinctions will be drawn:

- Between those experimenting with smoking and those who are habitual smokers. Those whose involvement is clearly experimental will be dealt with in a pastoral manner. Those whose smoking is becoming habitual will move up the “smoking ladder” and may eventually be suspended to highlight both the anti-social quality of their behaviour and its serious consequences for health.
- Between habitual smokers who use smoking to demonstrate disaffection and habitual smokers who are simply in some measure addicted to smoking. Pupils who are conspicuously committed to their schooling (but none the less find themselves drawn to use tobacco) will be moved *down* a rung of the “smoking ladder” on the recommendation of their HsM (for example, when end of term reports are written).

**Table of responses for pupils caught smoking**

|          | <b>Pupil's failure</b> | <b>Response</b>  | <b>Notes</b>   |
|----------|------------------------|--|--|
| <b>1</b> | <b>First offence</b>   | HsM will notify Deputy Head (Pastoral).<br><br>HsM will gate pupil for 1 week.   | HsM will write to inform parents and logs punishment. College Office will log incident.  |
| <b>2</b> | <b>Second offence</b>  | HsM will notify Deputy Head (Pastoral) who will meet the pupil.<br><br>Pupil may be supported at any meeting with the Deputy Head (Pastoral) by either his/her HsM or another member of staff.<br><br>Deputy Head (Pastoral) will gate pupil for up to 2 weeks.  | Deputy Head (Pastoral) writes to inform parents. Pupil will be offered an opportunity to discuss his/her smoking with the doctor. College Office will log punishment.        |
| <b>3</b> | <b>Third offence</b>   | HsM will notify Deputy Head (Pastoral) who will meet the pupil.<br><br>Pupil may be supported at meeting with the Deputy Head (Pastoral) by either his/her HsM or another member of staff.<br><br>Deputy Head (Pastoral) will gate pupil for 2 weeks.  | Deputy Head (Pastoral) will write to inform parents.<br><br>Pupil will be offered an opportunity to discuss his smoking with the doctor. College Office will log punishment. |
| <b>4</b> | <b>Fourth offence</b>  | HsM will notify Second Master who will meet the pupil.<br><br>Pupil may be supported at meeting with the Second Master by either his/her HsM or another member of staff.<br><br>Second Master will suspend pupil for 24 hours.<br><br>The pupil may be required formally to seek re-admission to the College from the Head at the end of the suspension. | An Action Plan will be developed outlining what is expected of the pupil on his/her return to school. College Office will log punishment.                                    |

### **Drinking**

The disciplinary measures used when pupils are caught drinking will distinguish between pupils who are *repeatedly* caught drinking and pupils caught drinking on just *one* occasion **The possession or consumption of spirits will be treated with particular severity because of the severe health risks that strong alcohol can pose.**



**Table of responses for pupils found abusing alcohol**

|   | Pupil's failure   | Response  | Notes  |
|---|---|---|--|
| 1 | Pupil is caught drinking beer, cider or wine.   | HsM will punish pupil usually with one week's gating.<br><br>HsM will notify Deputy Head (Pastoral) of offence and punishment.  | HsM will write to inform parents and logs punishment.<br><br>College Office will log incident.   |
| 2 | Pupil is caught drinking beer, cider or wine for the <i>second</i> time.  | HsM will notify Deputy Head (Pastoral) who will meet the pupil.<br><br>Deputy Head (Pastoral) will gate pupil usually for at least 1 week.<br><br>Pupil may be supported at meeting with the Deputy Head (Pastoral) by either his HsM or another member of staff. | Deputy Head (Pastoral) writes to inform parents and logs punishment.   |
| 3 | Pupil with a previous drinking record found (having drunk beer, cider or wine).<br><br>Or pupil is found drinking and/or in possession of spirits.<br><br>Or pupil is found drunk | HsM will notify Second Master.<br><br>Second Master will suspend pupil usually for 48 hours.<br><br>Pupil may be supported at meeting with the Second Master by either his HsM or another member of staff.  | Second Master will write to inform parents and (where appropriate) may invite parents to visit to discuss their child's persistent drinking. Second Master will log punishment.<br><br>The pupil may be required to seek re-admission to the College from the Head at the end of the suspension. |

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 will be non-prejudicial and non-punitive.

## 1. Teachers' Disciplinary Sanctions for Misdemeanours

| <b>Name of punishment</b>        | <b>Activity involved</b>  | <b>Punishment used by</b>  | <b>Punishment used for</b>                                       | <b>Usual duration</b> |
|----------------------------------|---|--|--|-----------------------|
| <b>Departmental Detention</b>    | 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    |
| <b>Loss of Privileges</b>        | 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, Deputy Head (Pastoral) or Second Master | More serious misdemeanours.                                      | One day or a number   |
| <b>Early Breakfast</b>           | A pupil is required to attend the start of breakfast at 7.35 am and 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   |
| <b>Academic Report Card</b>      | 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      |
| <b>Co-curricular Sign In</b>     | A pupil is required to "sign-in" to the CC office at 7.20 am  | Housemaster / Housemistress or Deputy Head or Second Master          | Unauthorised absence from a co-curricular activity               | One day to four days  |
| <b>Co-curricular Gating Card</b> | A pupil is required to "sign in" to co-curricular activities and to spend 90 minutes each day in co-curricular pursuits.                        | Housemaster / Housemistress or Second Master                         | Poor use of co-curricular time.                                  | One or two weeks      |

## 2. School Disciplinary Sanctions for Significant Indiscipline

| Name of punishment  | Activity involved   | Punishment used by  | Punishment used for   | Usual duration                |
|---|---|---|---|-------------------------------|
| <b>Mid-week Detention</b>   | A pupil is required to report on a Friday or Saturday morning between 7.40 am and 8.25 am. Failure to attend will result in a five day gating.  | Teacher;<br>Housemaster/<br>mistress                            | Persistent poor behaviour in class;<br>persistently poor or incomplete work   | 45 minutes                    |
| <b>College Detention + letter to parents from Second Master</b>               | A pupil is required to report on a Sunday evening, between 6.30 and 8.30pm. Failure to attend will result in a College Gating of one week.  | Housemaster /<br>Housemistress<br>or Second Master /<br>Teacher | Seriously behind with work.   | 2 hours                       |
| <b>Headmaster's Detention + letter to parents from Headmaster</b>             | 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 will result in a 2-week College Gating | Teacher & HsM,<br>following<br>consultation with the<br>HsM.    | Repeated indiscipline in the classroom, major incidents of plagiarism, wilful failure to attend a lesson or for persistent failure to fulfil responsibilities as judged by the pupil's HsM  | 2 hours                       |
| <b>House Gating Card + letter to Parents from Housemaster / Housemistress</b> | 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 /<br>Housemistress                                  | Serious indiscipline (1 <sup>st</sup> occasion) <i>or</i> 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><b>College Gating Card + letter to parents from Second Master</b></p>   | <p>A pupil is required to 'check in' by the hour between 7.30am and 10.00pm. each day. Casual dress must not be worn, off-site visits are restricted, and membership of the Blundell's Club is suspended.</p> | <p>Second Master</p> | <p>Highly serious indiscipline (1<sup>st</sup> occasion) <i>or</i> 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><b>First punitive Suspension + letter to parents from Second Master containing an explicit warning of the probable consequence of subsequent suspension</b></p> | <p>A pupil is sent home (or to nominated guardians).</p>  | <p>Second Master</p> | <p>Most serious indiscipline (1<sup>st</sup> occasion) <i>or</i> 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</p> |

|   |   |                      |  |                 |
|---|---|----------------------|--|-----------------|
| <p><b>Disciplinary Meeting. A letter is sent 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.</b></p> | <p>A pupil is sent home (or to nominated guardians), whilst the Review report is constructed.</p> | <p>Second Master</p> | <p>Most serious indiscipline <i>or</i> persistence in very serious indiscipline.</p> | <p>48 hours</p> |
|---|---|----------------------|--|-----------------|

### 3. Permanent Exclusion

The Headmaster will permanently exclude a pupil only after a full investigation of a disciplinary incident. The investigation will be conducted by the Headmaster's nominated 'investigating officer' (in most circumstances this will be the Second Master) and will be undertaken expeditiously. In some cases, where the Headmaster decides it is in the best interests of the community, the pupil(s) subject to investigation will remain at home whilst the investigation proceeds. This should be viewed as a neutral act to allow the investigation to proceed without prejudice.

The investigating officer will conduct interviews, take written statements and compile a Report that will be given to the Headmaster. On receipt of the Report, the Headmaster will invite the pupil to a Disciplinary Hearing at which he/she will be supported by his/her parents. The Report, along with any statements, interview notes and records of other material evidence, will be shown to the pupil and to his/her parents or legal guardians in sufficient time for them to scrutinise the documents and prepare for the Hearing.

The Hearing will be chaired by the Headmaster. It will also be attended by the Second Master, the pupil's Housemaster/mistress, the pupil and his/her parents or legal guardians. The Second Master will present his Report; the pupil and his/her parents or legal guardians will be invited to comment and/or ask questions. The Housemaster/mistress will discuss the pupil's wider record - pastoral, academic and disciplinary; the pupil and his/her parents or legal guardians will be invited to comment and/or ask questions. The Headmaster will ask further questions and invite, first the pupil, and then his/her parents or legal guardians, to make any further statement or points they wish him to consider. The Headmaster will close the Hearing and retire to consider his decision, usually aiming to reconvene the meeting later that day. In some circumstances the Headmaster may decide that it is more appropriate to inform the parents of his decision by telephone rather than through reconvening the meeting. This approach would be discussed and agreed with the parents.

When the meeting reconvenes, the Headmaster will tell the pupil and his/her parents or legal guardians his decision. If his decision is that the pupil is to be expelled, the Headmaster will outline the Appeals procedure, explaining that the pupil or the parents are permitted to challenge his decision by writing to the College Warden who will convene a Stage 3 Panel Hearing (as described in the College's Parental Complaints Procedure). The Headmaster's decision will be confirmed to the parents, in writing, usually within 48 hours.

If the pupil or parents decide to appeal the Headmaster’s decision, the Appeal will be heard expeditiously. The parents will be informed of the outcome in writing. The decision of the Appeal Panel will be final. The Appeal Panel will include one member who is not an employee or Governor of the College.

|                  |  |            |   |           |
|------------------|--|------------|---|-----------|
| <b>Expulsion</b> | A pupil is permanently excluded from the College | Headmaster | 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).<br>Examples of gross indiscipline are given in College Rules and include the possession or use of illegal drugs, & violent or threatening conduct, misuse of e-communication / posting of offensive material on social media sites, “sexting”. | Permanent |
|------------------|--|------------|---|-----------|

### **C3: Detentions** **(Appendix to the Behaviour Policy)**

Last reviewed/ revised: August 2019

In addition to the detentions operating within academic departments, there will be *three* central detentions at Bradfield:

- Mid-week detention will be served for repeated poor behaviour in class;
- Headmaster's Detention will be served for missing a lesson without good cause or instances of significant misbehaviour in the classroom; or for other persistent lapses of discipline as judged by the pupil's HsM.
- College Detention will be served by pupils who are behind with their work

Teachers will enter a pupil for a detention using iSAMS.

#### **1. 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 will never be 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 may be used as a means of addressing this.

Teachers must consider carefully whether incidents might not be better dealt with directly by themselves prior to entering pupils for school detentions. Pupils will not be entered into detentions lightly, and detention will not be used as a means of controlling behaviour – it will not be 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.

Once entered, pupils will only be withdrawn with good reason.

Additional Notes:

- Because of numbers of pupils involved, some Mid-week detentions may require additional staffing. When this is the case, any second (or third) person required to support the Duty Team in manning the detention will be drawn from a list of those making most use of the Wednesday detention system.
- The Wednesday Detention will last for 45 minutes (Lower School: Saturday 7.40am – 8.25am, Sixth Form: Friday 7.40am-8 .25pm).

#### **2. Headmaster's Detention (Saturday afternoon)**

This will take priority over all other activities and only in exceptional circumstances (agreed by the Headmaster) will it be postponed. Pupils will be entered by the end of the Wednesday prior to the detention, and the College Office will write to the parents of those listed, informing them that their son/daughter is required in school on Saturday afternoon. A list will be circulated to HsMs, and the pupils involved, by 4.00 pm on Thursday afternoons.

Teachers must note that:

- Headmaster's Detention will be given for missing lessons without good cause **or** for repeated classroom indiscipline (after discussion with the pupil's HsM) or for persistent failure to fulfil responsibilities as judged by the pupil's HsM; Pupils judged worthy of a Headmaster's Detention must be discussed with the Second Master.
- As part of the Headmaster's Detention a pupil will be required 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 must seek the Headmaster's written authorisation to remove any pupil; the request must include the reason why the withdrawal is deemed appropriate.

### 3. College Detention (Sunday evening)

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

Teachers **unclear** about whether a pupil's lack of work warrants a College Detention will discuss their concerns with the pupil's HsM. They will 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 College Detention then those convictions must 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 will be entitled to an explanation that is clear and explicit. If the teacher does not accept that explanation, then the issue must be raised with the Second Master.

Pupils will need to be entered by the end of the Wednesday prior to the detention, and College Office will write to the parents of those listed informing them their son/daughter is required in school on Sunday evening. A list will be circulated to HsMs and the pupils involved by 2.30 pm on Thursday afternoons.

Teachers must note that:

- Where there is discussion between a teacher and a HsM over the suitability of using a College Detention to punish a pupil, it will remain the **teacher's** responsibility to enter the pupil on the system;
- A pupil who fails to repeat work when instructed to do so will be deemed to be significantly behind with work and may be placed in this detention;
- Once a pupil has been entered into College Detention, only the Second Master can authorise a withdrawal. The teacher and/or HsM concerned must seek the Second Master's written authorisation to remove any pupil; the request must include the reason the authorisation is requested.

### 4. Rules

The following rules will apply in ALL school detentions:

- Pupils must arrive punctually (or be in possession of a late note). If a pupil arrives late without explanation, then the time of arrival will be recorded by the teacher supervising the Detention;



- Pupils must be dressed in school uniform (or be in possession of a note from their HsM): if a pupil is improperly dressed then the fact will be recorded by the teacher supervising the Detention;
- Pupils must 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 must not eat, drink or chew gum in Detention (they may, however, take bottled water to the 2 hour Detentions on Sunday);
- Pupils must be seated in a way that makes best use of the space in the room. Teachers will aim to spread them out as much as possible;
- Pupils must not talk in Detention;
- Pupils must be in possession of written work that they can complete on their own;
- If a pupil cannot attend a Mid-Week detention for some reason they must see the Deputy Head (Pastoral) personally, *prior* to the detention;

## 5. 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 will be placed in first hour of College Detention  |  |
| 2 | Pupil is seriously behind with work   | Set teacher will inform HsM and place pupil in College Detention   | Only the Second Master can withdraw a pupil from College Detention. Failure to attend will result in one week's gating by the Second Master. |
| 3 | Pupil is regularly listed for the College 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 will return to the bottom of this ladder                                      |
| 4 | Pupil fails satisfactorily to complete the College Gating Card issued when he/she fails to attend the College Detention | Second Master will suspend the pupil for 48 hours.   | This suspension will mark 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 will be primarily responsible for good order and discipline in the classroom. The sanctions described below will only be used when other means of correcting misbehaviour have failed. The Second Master and the Deputy Head (Academic) will always be 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 will also be part of the school's appraisal process.

|   | <b>Pupil's failure</b>  | <b>Response</b>  | <b>Notes</b>  |
|---|---|--|---|
| 1 | Pupil persists in misbehaving after reprimand and warning or persists in presenting poor or late work   | Teacher will punish pupil in an appropriate way and inform HsM.  | If the pupil <i>continues</i> to misbehave, s/he will be placed in Mid-Week Detention<br><br>Note: Mid-Week Detention <i>will not be used as a first resort</i> . It will be used when other mechanisms have failed<br><br>Failure to attend Mid-Week Detention will result in 5 days' <u>gating</u> by HsM |
| 2 | 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 or failure to fulfil College responsibilities or requirements | Teacher will discuss the pupil's behaviour with the Deputy Head (Pastoral)   | Pupil may be placed in Headmaster's Detention only with HsM's approval.<br><br>Only the Headmaster can withdraw a pupil from this detention.  |
| 3 | 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 will return to the bottom of this ladder.   |
| 4 | 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 College Gating will result 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 will inform the HsM using the iSAMS system. If the absence was deliberate, or based on culpable negligence, then the pupil will be placed in Headmaster's Detention following discussion with the Second Master. The same punishment will be 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 will result in suspension for 48 hours.

**(d) Penalties for arriving late to detentions**

Pupils must ensure that they arrive punctually to detentions. Failure to do so will incur the following penalties:

|   | <b>Pupil's failure</b>                      | <b>HsM's Action etc</b>  | <b>Notes</b>   |
|---|---|--|--|
| 1 | Pupil arrives late for a Mid-Week Detention | Pupil will be placed in the following Mid-Week Detention or College Detention. | This will be discretionary on the part of the HsM, and will depend on the degree of lateness and any mitigating circumstances. At the Second |

|   |   |   |  |
|---|---|---|--|
|   |   |   | Master's discretion  |
| 2 | Pupil arrives late for a College Detention    | Pupil will be placed in the next Headmaster's Detention | Discretionary on part of HsM and dependent on circumstances. At the Second Master's discretion |
| 3 | 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

Pupils must ensure they attend detentions. Failure to do so will incur the following penalties:

|   | Pupil's failure                              | HsM's Action etc  | Note                              |
|---|--|---|-----------------------------------|
| 1 | Pupil fails to attend Mid-Week Detention     | In the first instance the pupil will be required to attend a College Detention (Sunday) | N/A                               |
| 2 | Pupil fails to attend College Detention      | Deputy Head (Pastoral) will impose a 5 day College gating                               | At the Second Master's discretion |
| 3 | Pupil fails to attend Headmaster's Detention | Headmaster will impose a 14 day College gating  | At the Headmaster's discretion    |

## 7. Equality and Diversity in the Detentions System

Lists of all detention attendees will 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 will be examined by the Deputy Heads and/or Second Master with a view to ensuring a consistent approach between staff in the application of the detentions policy.

## C4: Visiting Regulations (Appendix to the Behaviour Policy)

Last reviewed/ revised: November 2017

*Visiting rights are a privilege and will 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 will ever be permitted to visit a girl’s room.
- No girl will ever be permitted to 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 (JCR only) in the evenings must sign out and back in.

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

**Faulkner’s** – there will be 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 will be permitted during House Calls  |
| 5.30 – 7.00 pm  |           |                    |   |
| 6.05 – 6.45 pm  | Weekdays  | Shell & Fifth Form | <ul style="list-style-type: none"> <li>• All visitors will report in and out in person to the tutor on duty and be in possession of a visiting card</li> <li>• Visiting will remain within the walls of the house (inside Dells/JBs/Sports Hall where appropriate) or within the immediate lit area surrounding the AWP</li> <li>• 10.00 pm curfew for Shell &amp; Fifth Form</li> <li>• 10.10 pm curfew for Sixth Form to return to houses after Visiting or Blundell’s</li> </ul> |
| 9.20 – 10.00 pm | Weekdays  | Sixth Form         |   |
| 1.00 – 10.00 pm | Saturdays | Shell & Fifth Form | <ul style="list-style-type: none"> <li>• After 7.00 pm visitors must be in possession of a visiting card</li> <li>• No visiting will be permitted during House Calls</li> <li>• Visiting will remain within the walls of the House</li> </ul>   |
| 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 will be 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 must 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 will not be permitted when pupils visit one another in houses.

## 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.
- Pupils of the opposite sex may visit only the ground floor of other houses: there are designated visiting rooms in which pupils may meet one another.
- **Study bedrooms are out of bounds to pupils of the opposite sex. The usual punishment for breaking this rule is suspension of both parties.**
- A Housemaster/mistress or duty tutor will refuse access to parties of boys or girls if they consider the group size inappropriate.
- There will be no visiting to Faulkner's except by prior and personal arrangements with the HsM.
- Visiting rights remain a privilege, and will be removed by the HsM if it is felt they are being abused.

## **C5: College Bounds (Appendix to Behaviour Policy)**

Last reviewed/revised: November 2017

A map of the school area will be posted in Houses, showing the bounds permitted (red line); this map and the detailed bounds listed below must be read in conjunction with each other.

### **General Rules:**

In moving around the College, at all times, pupils must keep to private College roads and footpaths, except for the following roadside footpaths:

- from the crossroads to the science labs, Chapel and the Temporary Laboratories,
- from the crossroads down the hill to the Art School and the Medical Centre,
- from the crossroads up the hill as far as the driveway to Stanley House,
- where necessary to visit a member of staff at home.

### **The following specific places will be out of bounds:**

- The Senior Common Room, private areas of the Bursary offices, and Budgeons' Yard (behind the kitchens), the kitchens, all workshop and maintenance areas,
- all classrooms outside teaching hours, and all teachers' desks,
- all laboratories and the Design Centre, unless a member of staff is present,
- all pavilions, outbuildings and sheds,
- the grass in Quad, where all pupils **must** use the gravel paths,
- the Classical Garden, (the formal garden below Gray Schools), except for Academic Scholars,
- the Parish Church, the Churchyard, Church Road and the footpath from the Mill to Ironbridge, the track from Ironbridge to New Ground,
- The River Pang, the north side of the riverbank (the opposite side to the college), and either side beyond Rectory field,
- The paths along the riverbank from the Sports Centre to the Medical Centre,
- any public road with no footpath,
- The All-Weather pitch, the Greek Theatre, the Assault Course, New Ground, Pit and Rectory 3, unless supervised by a member of the teaching staff, the main Car Park at all times, the Sports Complex Car Park, except for joining an away-trip coach,
- the Dining Hall outside advertised meal times,
- all playing fields after 6pm,
- Loyd House ruxing ground, except for members of Loyd House,
- the area around the All-Weather pitches, ("Wilderness"), except for members of House-on-the-Hill and Faulkner's, after tea,
- private houses and gardens, woods and farmland adjoining the College, except when on a marked public footpath.

### **Pupils will be restricted to the bounds shown by the red line on the map, except for:**

- organised sports on New Ground,
- the Golf Course for registered members when playing,
- visiting a member of staff at home,
- the north riverbank for registered members of the Fishing Club,
- any other visits with the express permission of the pupil's Housemaster.

## **C6: Restraint of Pupils (Appendix to the Behaviour Policy)**

Last reviewed/revised: November 2017

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 must 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 must also be *appropriate* to the age, understanding and sex of the pupil involved.

**Acceptable** forms of force will 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 will it be appropriate to use more restrictive holds.

**Unacceptable** forms of force will 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 will also, quite obviously, be unacceptable.

**Physical intervention must be avoided wherever possible. It will be a *last resort*.** It will 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 will 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 will 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:<br>Name and role:<br>Signature:<br>Date:   | Report countersigned by:<br>Name and role:<br>Signature:<br>Date: |



## **C7: Searching of pupils, their property or their rooms (Appendix to the Behaviour Policy)**

Last reviewed/revised: November 2017

*Under Section 3(5) of the Children Act 1989 “...a person who does not have parental responsibility but has care of a child may do whatever is **REASONABLE** in all the circumstances of a case for the purpose of safeguarding or promoting the child’s welfare...”*

Thus, pastoral staff at Bradfield will be authorised by the Headmaster to carry out certain searches where there is **REASONABLE** cause to do so.

The College will investigate any suspicion about involvement with drugs or substances; about the possession of strong alcoholic drinks; about theft; about the possession of unlawful weapons; about the possession of inappropriate material, stored physically or electronically. This investigation may involve the searching of a pupil’s room, personal belongings, including computer, mobile phone or any other electronic device, by the HsM or the Second Master, or other member of staff if necessary.

### **Pupils’ Rooms**

A pupil’s room may be searched, either in their presence or without their presence. An adult witness will be present, and a written record of the search will be made, signed and witnessed as soon as possible. The pupil and the pupil’s parents will be informed that it has taken place and be given the reason for the search.

### **Personal Belongings etc**

HsMs and tutors considering searching a pupil’s room, mobile phone or computer will be mindful of the National Minimum Standards for Boarding, which places a duty upon boarding schools to provide “Reasonable protection ..... for boarders’ personal possessions and for any boarders’ money or valuables looked after by the school.”

If a HsM/tutor considers it **REASONABLE** (to safeguard or promote a child’s welfare) to search a secure place, then s/he will seek the prior consent of the pupil concerned. If the pupil refuses to consent to the search, it may still proceed – so long as the HsM/tutor balances “*the likelihood that an offence has been committed*” against “*the risk of infringing the individual’s privacy without just cause*” (DfES guidance).

Before proceeding to search a secure place without the consent of the pupil, the HsM/tutor will consider the following pertinent factors highlighted by the Boarding Schools Association:

- Whether or not the item under search is **high risk** (such as a knife or drugs);
- The extent and nature of the search must be **proportionate** to the value of “risk factor” of the item sought (even in the case of stolen property);
- The extent of the search should also be **proportionate** to the likelihood of the item being found. (It is an offence under Section 8 of the Misuse of Drugs Act 1971 for the management of schools knowingly to permit the supply or production of any illegal drugs on their premises. It is also an offence to allow the College to be used for the smoking of cannabis or opium and the preparation of opium).

### **Personal Clothing**

HsMs and tutors will be mindful that they may not intrude unnecessarily upon a pupil's privacy. Thus:

- The clothing worn by a pupil will only be searched, either by asking the pupil to empty pockets, or by asking him/her to remove the item of clothing so that it can be searched.
- A pupil will be asked to empty his/her pockets or to remove an item of clothing for searching only in the presence of an adult witness.
- The request/search will be recorded in writing, and the record will be signed and witnessed.
- In circumstances where a pupil refuses to empty his/her pockets or to remove an item of clothing for searching, the HsM/tutor will contact the Second Master, except in circumstances where it is suspected that the pupil is in possession of a weapon, in which case the HsM/tutor should contact the police (and then inform the Second Master that s/he has done so).

If, when given an instruction by the Second Master, a pupil refuses to empty their pockets or remove an item of clothing for searching, he will ordinarily be suspended *sine die*.

**Personal searches of a pupil contravene the NMS and can lead to allegations of assault.**

### **Intimate Personal Possessions**

Even when the possession of drugs is suspected, a HsM/tutor will not search inside intimate personal property, such as a sponge bag, without a pupil's consent.

If a pupil objects to a search of some item of intimate personal property, the HsM/tutor will note this and seal the property in a bag/envelope until the pupil's parents come to the College to discuss it with him/her.

If the circumstances of the search are judged urgent (e.g. if the pupil is suspected of hiding the contact details of a peer who has run away) the HsM/tutor will telephone a parent to seek permission to search the property at issue. In extreme circumstances (e.g. if a pupil is suspected of possessing a bomb) the HsM/tutor will contact the police.

### **Procedures**

The procedures to be followed when a room/computer/mobile phone is searched will be these:

- A tutor will only undertake a search without the HsM in an emergency. The tutor will only proceed after discussing the situation with the Second Master, some other member of the SMT, or the HsM of another House;
- The HsM/tutor will write down the cause of the search to be undertaken and sign/date the statement. It will be counter-signed by the witness to the forthcoming search;
- In searching a room, the HsM/tutor and the witness will go to the pupil's room and knock;
- If a pupil is not in the room (or in the vicinity) the HsM/tutor and the witness will begin the search;

- If the HsM/tutor wishes to search a locked cupboard or box, mobile or computer, s/he will write down the cause of the search s/ he intends to undertake and sign/date the statement. It will be counter-signed by the witness to the forthcoming search;
- If the HsM/tutor wishes to enlist the assistance of the ICT Support department in conducting a search of an electronic device then, on sight of the signed statement of the cause of search mentioned in the previous bullet point, they may proceed. The member of ICT Support assisting the search will countersign the statement. The search will be undertaken witnessed by the HsM or tutor.
- If the HsM/tutor wishes to search a pupil's clothing, s/he will write down the cause of the search s/he intends to undertake and sign/date the statement. It will be counter-signed by the witness to the forthcoming search;
- If the HsM/tutor wishes to search inside intimate personal property, s/he will write down the cause of the search and sign/date the statement. The pupil will then record his consent to the search;
- At the conclusion of the search the HsM/tutor will write a record of what has been done and it will be counter-signed by the witness (and the pupil if present);
- The HsM/tutor will immediately telephone the parent of the pupil to say s/he has undertaken the search and outline the results;
- The HsM/tutor will then telephone the Second Master to say s/he has undertaken the search and outline the results.

## **C8: Confiscation of Pupils' Property (Appendix to the Behaviour Policy)**

Last reviewed/revised: November 2017

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

### **Temporary Confiscation**

Items such as mobile phones and i-pods will 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 will 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 will assume personal responsibility for any confiscated item and so keep it in a secure place
- If a confiscated item is to be retained overnight, then it will be handed to the pupil's HsM.
  - It will be put into a labelled envelope (or a labelled luggage tag will be attached if the item is large). The date of confiscation will be shown on the envelope/label;
  - The pupil will be given a written receipt for the confiscated item;
  - Overnight confiscations will be recorded in the House punishment book. The date on which the confiscation will end will be explicit and the HsM will make this date 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**

Pupils are prohibited from possessing the following items at College (and in many cases by Law). *This list is also referenced in the Pupil Handbook:*

- Knives of any kind (except for pen-knives with blades no more than 6cm long);
- Catapults, BB guns, air guns, weapons of any kind, including replicas;
- Fireworks or any form of explosive;
- Tattooing and piercing machines;
- Pressurised aerosol sprays;
- Ouija boards or other paraphernalia associated with the occult;
- Electronic cigarettes (aka e-cigarettes or vapourise cigarettes);
- body-building or performance-enhancing supplements (supplied using names such as Creatine, H.M.B., Amino bombs, ZMA, Glutamine, and others);
- Any device designed to circumvent the College's Internet Firewall.

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 will be handed to the pupil's HsM:

- The HsM will 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.

## **C9: The Driving of Cars by Pupils (Appendix to the Behaviour Policy)**

Last reviewed/revised: November 2017

### **1. Boarding Pupils**

- Boarding Pupils will not be permitted to keep a car at Bradfield.
- Boarding Pupils will be permitted to take driving lessons at Bradfield subject to the following conditions:
  - The College will not organise lessons nor will it recommend a driving school to pupils or their parents. Driving schools will not be permitted to advertise their services within College boarding houses.
  - Driving lessons must not interfere with a pupils' College commitments (either curricular or co-curricular).
  - Driving lessons will be paid for in cash. They will not be financed through a pupil's "extras" bill by drawing on a cash advance from the Bursary.
  - The Driving Instructor will collect the pupil from outside the boarding house. The Instructor will not enter the boarding house. The pupil may dress in casual clothes.
  - At the beginning of the lesson, the Driving Instructor will drive the car until it is outside the College bounds (defined by the 30mph signs at the entrance to the village); nb: the 'Dead Slow' on site (5mph). The pupil will 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 will 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 co-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 will be 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 will 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 will not drive within the school/boarding house grounds: they will drive only on the roads running through College property that are maintained by the Local Authority.

## **C10: Drugs** **(Appendix to the Behaviour Policy)**

Last reviewed/ revised: November 2017

### **Statement of Purpose**

We are committed to promoting a healthy, safe environment at Bradfield College, in which good citizenship and respect for the law can flourish. We believe that it is important to promote an educational environment in which pupils' exposure to drug use is minimised. To this end we aim to develop a school community characterised by a clear, consistent moral framework promoting respect for the law, an understanding of mutual responsibilities, and giving all pupils the understanding and personal self-confidence to withstand the more malign influences of modern society, including illegal drugs and substances. We work to educate our pupils to understand the dangers posed by illegal drugs and those who seek to supply them to young people, and to prevent pupils' illegal use of controlled drugs, both at school and outside, both in term-time and in the holidays.

Pastoral staff will work alongside the College's Senior Leadership Team, taking a leading role developing the integrity and purpose of the College community. They will be trained to ensure their understanding of the adolescent drug culture is accurate and current, and that they are able to recognise and respond effectively to the symptoms of drug and substance abuse.

All teaching staff will explicitly support the College's objectives in drug education and enforcement, and receive training so they can respond appropriately to pupils seeking individual advice and help.

All parents and guardians will be expected to support the College's commitment to make Bradfield drug-free and its determination to deliver a consistent message that use of illegal drugs is incompatible with educational success, sound moral growth and the development of honest citizenship.

### **Education Programme**

The young face growing pressures to use or experiment with controlled drugs, alcohol, tobacco and other substances. Pastoral staff and teachers will be vigilant regarding possible signs of pupils' drug misuse and, where necessary, take a responsive disciplinary role. Developments in the field of drug misuse will be discussed in regular staff training, to ensure that sensible, informed discussions take place with pupils.

Pupils will follow a Wellbeing programme at Bradfield that will focus upon the potential short-term and long-term risks to health from drug and substance abuse. The programme will concentrate on teaching the importance of young people making healthy, informed choices and include an ethical dimension, designed to instil an understanding of the importance of respect for, and compliance with, the criminal law. Formal lessons provided for Lower School pupils will be supported by advice and guidance provided in Houses. Additionally, pupils in the Shell will attend a workshop on the dangers of illegal drug use, to which parents will also be invited.

Conversations between pupils, Housemasters/mistresses, Matrons and Tutors constitute an informal delivery of Wellbeing to Sixth Form students and will build on the work done in the Junior School. From time to time the College will also make use of lectures, workshops and road shows to discuss with Sixth Formers the serious risks posed by the abuse of substances (including alcohol and tobacco).

The College's medical staff will also play an important role in promoting awareness about the risks involved in the use of illegal drugs (and tobacco and alcohol). Within the guidelines of the College's policy on confidentiality, pupils can discuss their individual worries about drugs or substances in confidence with any member the medical staff and with the School Counsellors; they will offer informed medical advice.

## Investigations

Bradfield College will always investigate rumours about pupils' involvement in the use of illegal drugs and substances, or the misuse of controlled substances. Investigations will be pursued whether the rumours relate to activity at or outside school, during or outside term-time. Investigations will also be pursued if a member of staff identifies behavioural signs possibly indicative of a pupil's usage of drugs.

Physical signs of drug abuse include:

- Red, watery eyes; pupils larger or smaller than usual; blank stare
- Extreme hyperactivity; excessive talkativeness
- Smell of substance on breath, body or clothes (e.g. marijuana is characterised by a sweet burnt scent)
- Unexplained weight loss or gain, changes in eating habits, loss of appetite, increase in appetite
- Inability to sleep, awake at unusual times, unusual laziness
- Puffy face, blushing or paleness
- Cold, sweaty palms; shaking hands
- Tremors or shakes of hands, feet or head
- Runny nose; hacking cough
- Nausea, vomiting or excessive sweating
- Slowed or staggering walk; poor physical co-ordination
- Needle marks on lower arm, leg or bottom of feet
- Irregular heartbeat

Behavioural signs of drug abuse include:

- Change in overall attitude/personality
- Changes in friends, new social circle
- Change in activities or hobbies
- Drop in grades at school, missing school, regular lateness to class (difficulty getting up)
- Change in habits at home, loss of interest in family and family activities
- Difficulty in paying attention, forgetfulness
- General lack of motivation, energy, self-esteem, "I don't care" attitude
- Moodiness, irritability or nervousness
- Sudden oversensitivity, temper tantrums or resentful behaviour
- Secretive or suspicious behaviour; excessive demands for privacy, unreachable on mobile phone
- Frequent dishonesty
- Unexplained need for money, stealing money or items
- Change in personal grooming habits
- Possession of drug paraphernalia

Investigation will be undertaken by the Second Master who will make every effort to ensure the procedure is fair and transparent. Investigation may include questioning a pupil, searching his/her room and personal possessions and interviews with other pupils. All questioning of pupils and searching of rooms/possessions will take place in accordance with the College's published guidance. On occasion, a pupil's property may be taken away so that suspicious materials can be analysed.

Parents and guardians will always be informed as a matter of urgency when a pupil's room/possessions are searched or they are questioned as part of any investigation of the use of illegal drugs at the College (or by



members of the College). Parents will always be welcome to come into the College to discuss the matter. Sources of information leading to the investigation will not be disclosed.

If the investigation absolves College pupils from any involvement in the illegal use of drugs, then all documents relating to the investigation will be destroyed on its completion.

### **Disciplinary Sanctions**

The normal sanction for involvement with drugs by Bradfield pupils will be their expulsion from the school. This will be the case whether the use is at Bradfield or outside school, and irrespective of whether it took place during term-time or in the school holidays.

Any pupil found in possession of illegal drugs at Bradfield, or identified in possession of drugs outside school (for example when arrested for possession), will invariably be expelled.

Any pupil shown to be involved in the supply or trade of illegal drugs at Bradfield or outside, whether in term-time or during the holidays, will invariably be expelled. Additionally, the Headmaster will inform the Police of all activities involving the supply or trade of drugs where a Bradfield pupil is involved.

### **Pastoral Programme**

Bradfield's policy is to encourage pupils to discuss anxieties about the use of tobacco, alcohol or illegal drugs with any member of staff. The opportunity to enter such discussions is emphasised in the College's Wellbeing programme. In such circumstances no promise of secrecy will be given and the member of staff involved will share appropriate elements of the discussion, on a confidential basis, with those charged with the pupil's pastoral care within the College. Concerns voiced by a friend on behalf of a contemporary will also be dealt with in this manner.

Parents likewise are expected to inform the Housemaster/mistress if they have any reason to think that their son or daughter may have been exposed to the use of drugs or other substances (including so-called "legal highs") during term-time or the holidays. The abuse of alcohol and use of illegal drugs are common place at many parties and parents must understand that the best interests of children are never well-served by their turning a blind eye to activities in their son/daughter's peer group. An interview with the Housemaster/mistress must be arranged at the point when concerns first develop. Although such action will not necessarily prevent the child being subject to a disciplinary process, such early intervention by the parent is vital to the putting in place of the best possible programme of support.

### **Pupil Support Programme**

The expectation is that any involvement in illegal drugs by any pupil during their time at the College will invariably lead to expulsion. However, in exceptional circumstances, where a pupil's involvement is based upon suspicion or circumstantial evidence, a drug-testing regime based on urine sampling may be organised at the Headmaster's discretion. Both the pupil and the parents will be required to consent to the programme and a formal contract will be prepared outlining the specific conditions of the programme. The arrangement will be made in strict confidence; only the pupil, parents, Headmaster, Second Master, Deputy Head Pastoral and Housemaster/mistress will be informed and involved.

Drug testing in such circumstances will be conducted by the Berkshire Independent Hospital or other recognised diagnostics agencies and organised by the Second Master. Urine or hair samples will be collected at Bradfield (by the Second Master or Deputy Head Pastoral or by representatives of diagnostics agencies and witnessed by the Second Master). The collected sample will be sent in a sealed package to the Hospital on the day it is collected.

Results will be discussed with the pupil by the Second Master. If the test is negative, all records of the test will be destroyed by the College. If the test is positive or compromised the pupils will invariably be expelled. At the end of a pupil's time at Bradfield, all records of the testing arrangements, including the documented contract, will be destroyed. The testing arrangements will not form any part of a pupil's College record.

Access to the programme will also be unavailable to any pupil involved in the possession, supply or trading of illegal drugs, or the importing of illegal drugs to the College; such activities will always render a pupil liable to expulsion. That any drug use took place off College premises or outside term-time will not count as significant: such use of illegal drugs will always be subject to the same disciplinary regime as drug use at Bradfield during term-time. There are sound reasons for this stance: it is important that all pupils receive a clear message that the use of illegal drugs is never acceptable; further, any involvement outside the College brings Bradfield's name into disrepute; finally, outside involvement in drugs cannot be ring fenced and often leads to the bringing in of substances and habits which, in the case of the use of drugs, is a threat to the welfare of the wider College community.