



Positive Behaviour Policy

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The culture at Bedford Girls' School

At Bedford Girls' School we value and celebrate every member of our community; we are kind to each other and respectful to all members of the community. The atmosphere is calm, safe, purposeful and supportive and learning in all areas of the curriculum is prized. Students are taught explicitly what good behaviour looks like so that they can succeed personally. Social norms and routines are explained by tutors and teachers so that students understand the expectations of them.

All members of Bedford Girls' School value others and understand that all students matter equally. This is evident in the awareness we show of each other. We value difference and we listen to each other's views carefully. We seek help for our friends if we think they need it. We are punctual and we communicate respectfully with each other.

We value ourselves, we ask for help and support when we think we need it, we actively engage in the learning process whether that is in or out of the classroom.

We value our environment and recognise our responsibility to the world around us, we look after the buildings and our classrooms, we only eat in the dining room or green room and we put litter in the bins. We value property and take responsibility for our belongings.

We have a consistent approach to rewards and consequences and we use restorative practices in the management of relationships. Restorative approaches allow those who have been harmed to convey the impact of the harm to those responsible, and for those to acknowledge this impact, take steps to put it right and consider what strategies they could adopt to avoid a similar situation happening in the future.

School rules

The fundamental school rule is that all students, at all times, should behave responsibly, sensibly and courteously. The following school rules should help us all to create a culture where everybody matters and everybody's ideas are valued.

- **Follow the instructions given by staff**
- **Talk and behave in a way that will not offend others**
- **Be prepared to learn and do not disrupt the learning of others**
- **Look after the school environment**

These rules apply when at School, when representing the School, on School trips and on the journey to and from School, whether or not uniform is being worn.

Expectations with regard to students

Students will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow instructions given by the teacher
- follow the routines explained by school staff. School routines are at the end of this policy.
- behave in a reasonable and polite manner to all staff and students
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- follow the school rules

Expectations with regard to staff

Staff will be expected to:

- be punctual and create a swift and purposeful start to the lesson
- Clearly explain their classroom routines to students and revisit them regularly
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom
- teach and model expected behaviour and positive relationships
- issue clear guidelines with respect to deadlines

Expectations with regard to parents/guardians

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure students come to school wearing the correct uniform, that they are correctly equipped and prepared to work
- provide a supportive environment for homework

The Positive Reward System

It is important that achievement and good behaviour are rewarded as this embeds the school's expectations. Rewards can include verbal praise to the students, this helps to show all students what good learning behaviour looks like. Communicating praise to parents may also be used if appropriate. We can also reward positive behaviour by giving and recording on the school database House Points. House Points are visible to parents via the iSAMS parent portal.

House Points and Certificates

House points

House Points are awarded by staff for demonstrating the school values: being bold, imaginative and reflective.

Bronze Certificate

A Bronze Certificate is awarded to the student when she has achieved 15 house points. It will be presented by the form tutor.

Silver Certificate

A Silver Certificate is awarded to the student when she has achieved 30 house points. It will be presented by the Head of Year. A letter of congratulation will be sent home by the Head of Year.

Gold Certificate

A Gold Certificate is awarded to the student when she has achieved 75 house points. It will be presented by the Head of House. A letter of congratulation will be sent home by the Head of House.

Platinum Certificate

A Platinum Certificate is awarded to the student when she has achieved 90 house points. A letter of congratulation will be sent home by the Headmistress and a Book Voucher is presented to the student by the Headmistress or a member of the Senior Leadership Team at a whole school assembly

Diamond Certificate

A Diamond Certificate is awarded to the student when she has achieved 125 house points. A letter of congratulation will be sent home by the Headmistress and a Book Voucher is presented to the student by the Headmistress at a whole school assembly

Departmental and Head of Year Recognition

Departments and Heads of Year often reward students for effort, participation or excellence.

Colours

Colours are awarded annually to students in Years 10 and above in recognition of their contributions to Sports and Performing Arts.

Prize Giving

Prizes are awarded annually to students for outstanding effort and achievement, for success in particular subjects, for endeavour and for services to the school and community. Values prizes are also awarded to those students who exemplify being bold, imaginative or reflective.

Awards Evenings

There are biennial Sports and Performing Arts awards evenings where students are recognised for their contributions in these areas.

Headteacher's Book of Excellence

The Headmistress holds a Book of Excellence. Staff email the Headmistress to request that a student sign the book. She will be invited to the Headteacher's office to discuss her achievement.

Procedures for dealing with concerns about learning

At Bedford Girls School we support students who need additional help with their learning. Referral to these areas of support is via the HoY and in all cases parental involvement is essential.

Mentoring Scheme

A team of mentors works within the school to support and encourage students who are not achieving their potential. Students are set targets and the school's interventions are stated.

Placement on the Learning Support Register

Students on the register are monitored by the SENDCO and appropriate interventions are put in place.

Procedures for dealing with concerns about behaviour

It is the responsibility of subject teachers to deal with **minor incidents** which occur in the classroom. Staff should be fully aware of SEND when managing classroom behaviour. Behaviour will need to be considered in relation to a pupil's SEND although not every incident of misbehaviour will be connected to their SEND. When a pupil is identified as having SEND, a graduated approach should be used to assess, plan, deliver and review the impact of support being provided.

All staff have responsibility for the behaviour of all children in the school at all times.

Following a consequence, a targeted discussion with the students should occur following a restorative approach (what they did wrong, the impact of those actions, how they can do better in the future). It may also be necessary to call parents.

More serious incidents can be dealt with by the teacher, but must also be recorded on the system as a conduct point and reported to the Head of Department. If necessary, the HoD will deal with the matter in line with their departmental policy.

It is the responsibility of the Heads of Year to monitor students' behaviour across the curriculum. The pastoral officer will provide the Head of Year with a report of house points and conduct points every fortnight. Heads of Year will become involved if a student's behaviour is causing concern in a number of subject areas. They then take appropriate action and make a record of the intervention in iSAMS. They are also responsible for dealing with serious incidents. Conduct points and interventions are used internally and discussed with parents if the concern escalates.

The Deputy Head Student Engagement and Welfare will run a termly behaviour report from iSAMS report to scrutinise data for any significant trends in behaviour. Ethnicity and other protected characteristics (including SEND) will be considered in this report.

Where a student is having difficulty in following behaviour expectations, pastoral support will be offered. Poor behaviour can be indicative of a deeper concern or SEND issues. Pastoral support is available from a mentor, a trusted adult, the pastoral officers and the school counsellor. The Pastoral Care Policy has further details.

Members of the Senior Leadership Team are available throughout the day to remove students from lessons where there is **serious disruption**. If necessary, Subject teachers should send a student to the main office who will contact the member of the SLT available. These incidents will be recorded to enable HoY/ SLT to deal with the matter.

All staff can issue detentions. Only the Headmistress can sanction a **fixed term or permanent exclusion**. In the case of all permanent exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Isolation is not used as a consequence for unacceptable behaviour.

See Discipline and Exclusions Policy for further details.

Conduct points and interventions for behaviour

Outlined below are examples of unacceptable behaviour and the consequences which are available. There is no tariff system. The consequences outlined below will be implemented following careful consideration of each case. Consequences will be applied fairly and exclusion used when no other alternatives are available.

Minor Incidents

These incidents are dealt with by teaching staff and include low level disruption, for example: calling out; chewing gum; not following instructions; incomplete class work; lack of equipment.

Consequences could include:

(not in order)

- a clear reminder of classroom norms and routines (this should always happen)
- a restorative conversation with the student
- moving seat
- short detention (5 mins) after lesson/at break
-

Persistent incidents, or incidents of medium severity

These incidents must be recorded in the form of a conduct point on the school system with an accompanying explanation and passed to HoD and/or HoY. Parents should be informed. Staff should explain to the student that an intervention is being recorded. Behaviour in this category includes:

- persistency of minor incidents as above
- rudeness or being disrespectful to staff
- offensive behaviour to another student (for example: verbally, online)
- being continually off-task

Consequences include any combination of the following:

- meeting with student which should involve a restorative conversation
- contact with parents by telephone or email
- placement on Report card
- departmental detention
- discussion with Form Tutor
- referral to HoY
- HoY or SLT link detention (inside or outside of school hours)

Serious Incidents

Serious incidents are dealt with by the HOY and/or the SLT and include:

- truancy from school and lessons
- extreme rudeness to staff such as swearing
- offensive behaviour, including online behaviour or a student making malicious allegations
- wilful act of physical contact
- Under the influence of drugs/alcohol
- refusal to comply with other consequences
- theft
- bullying
- refusal to follow the school rules

HOY/SLT consequences include:

- meeting parents/guardians

- placement on Daily Report
- HoY or SLT link Detention (inside or outside of school hours)
- time out of school for reflection (in discussion with Head/SLT)
- Fixed term exclusion (internal or external)

Very Serious Incidents

These incidents are dealt with by HoYs and SLT. They include:

- persistency of the above
- serious incidents of bullying
- extremely offensive behaviour, including online
- sexual harassment and abuse
- racist behaviour
- fighting
- bringing a weapon to school (e.g knives, pellet guns, this list is not exhaustive)
- bringing other prohibited items into school including alcohol, illegal drugs, stolen goods, fireworks, laser pens, pornographic images, cigarettes, e-cigarettes (vapes) or other nicotine products.
- physical aggression to a member of staff

Consequences available include:

- Saturday morning detention with the Head
- Fixed term internal exclusion
- fixed-term external exclusion
- permanent exclusion

The school may refer a matter to the police if it believes a crime has been committed.

Procedures for dealing with concerns about homework

Consequences for late homework

We expect all students to take advantage of independent learning opportunities and to meet deadlines. Homework is an important aspect of learning and reinforces what has been learned in class or prepares students for learning in the classroom. Routines and expectations around homework should be explained clearly to students by the class teacher and revisited regularly.

If students do not meet a homework deadline:

First time: the teacher should ask why the homework is late, re-explain routines and expectations around homework, issue a new deadline for homework

Second time: the teacher should talk to the student to find out why the homework is late, issue a 15 minute break time detention to do the homework or other subject-related work.

Third time: the teacher should talk to the student to find out why the homework is late, issue a 15 minute detention. Email parents. Inform HoD. Record with a conduct mark in iSAMs.

Fourth time: the teacher should explain that the lack of homework is now being referred to the HoD and the HoY will be informed. HoD intervention: detention. HoD emails parents. Record as an intervention in iSAMs.

Heads of Year will receive regular reports detailing the conduct marks and interventions of students in their care. Further interventions by Heads of Year can include:

Placement of the student on a report card

An after-school detention with the Head of Year, and parents/guardians may be invited into school.

An after-school detention with the SLT link, and parents/guardians may be invited into school to meet the Head of Year and Deputy Head Pastoral

Continued engagement with homework may result in parents/guardians being invited into school to meet the Headteacher.

School Uniform

We want students to wear their uniform and their PE kit correctly and take pride in their appearance. Full details of the uniform can be found on the parents' area of the school website and in The Guide. All teachers should regularly check students are wearing their uniform correctly.

Below are outlined some of the details:

Years 7 - 11

Tights: plain black opaque for Years 7 and 8. Sheer black permitted for Years 9 and above if preferred.

Socks and tights should not be worn together.

All school shoes must be black leather and heels should be flat. Shoes should enclose the foot and remain securely on the student's foot. Students should not wear trainers.

Smart tailored grey trousers may be worn by any student (available from Schoolblazer)

A plain black coat or BGS bench coat. No furry or fluffy hoods.

A grey cardigan may be worn by students in Years 11 and above.

School scarf and hat. Gloves: plain black.

Hair should be tidy and of a natural colour. Shoulder-length hair must be tied back in practical lessons and when appropriate. Hair accessories should be discreet.

Any jewellery worn must be discreet; only two studs and no ear bars or hoops or nose piercings, one simple necklace, one ring and one bracelet are permitted. No other piercings are permitted. Jewellery should be removed in lessons as appropriate. In PE all jewellery must be removed, including studs. Ears must therefore be pierced during the summer holidays so that studs can be removed during PE lessons.

Nail varnish must not be worn.

Only students in Year 9 and above can wear makeup if they choose to do so; it should always be natural and minimal.

Bags should be plain and black in colour and should be sturdy enough to carry textbooks and A4 files safely. Schoolblazer backpacks from the Junior School may also be used.

Sixth Form

Grey suit with damson lining. Smart tailored grey trousers to match suit jacket (optional).

Tights: black or natural, sheer or opaque.

Shoes of any colour, should be smart. Trainers are not permitted.

Students may choose a smart coat of any colour.

Students may wear the grey BGS sweatshirt, a grey cardigan or the damson jumper, all from Schoolblazer.

Sixth formers are allowed to wear nail varnish. Makeup should be discreet. They may wear earrings, hoops or studs. Jewellery should be discreet.

Sixth form students have more flexibility with hair style and colour. Shoulder-length hair must be tied back in practical lessons and when appropriate.

Wearing kit during the school day

Students who have a PE or Dance and Drama lesson P1 may come into school in the appropriate kit. They must change into school uniform before tutor time at 9.45am. **All students should be in uniform for tutor group time and/or assembly**

If they have a sports match or an off-site practice **immediately** after school, they may get changed at lunchtime.

If they are leaving for a fixture **during** the school day they should have changed into their PE kit in the previous break/lunchtime.

If they have a PE lesson P4 **and** a practice after school they can stay in PE kit for P5.

If they have a PE lesson P2 and a practice at lunchtime they will stay in PE kit P3 and change into uniform at lunch.

Students are allowed to go home in their PE kit if they have had PE P5.

Other points:

Kit and uniform should not be mixed (i.e school skirt and hoodie, or skort/shorts and blazer).

School PE hoodie only. Other hoodies should not be worn in school.

Procedures for dealing with concerns about uniform

We want students to wear their uniform and their PE kit correctly and take pride in their appearance. If students are not wearing the correct uniform, they will be given a conduct point after the first warning.

If a concern emerges concerning a students' uniform, the following interventions might happen:

The Head of Year will make a phone call home to parents/guardians

The parents/guardians will be invited to school to meet with the Head of Year and Deputy Head Pastoral.

The parents/guardians will be invited to school to meet with the Headmistress.

Use of mobile phones

Mobile phones should **not** be visible inside school buildings between 8 am and 4pm. The only exception is lunchtime when students may use their phone to show a digital version of their lunch card. Mobile phones should be placed in bags or locked in lockers.

Mobile phones may be used outside.

Sixth form students can also use their phones in the Sixth Form Hub.

Mobile phones should not be used in the dining hall during lunch break or in Breakfast Club. They should not be placed on the table.

Mobile phones should be locked in lockers during exam periods.

If students are seen with a mobile phone inside the school building, they should be reminded to put the phone away.

If this happens again, the student should be asked to turn off the phone and hand it to the member of staff. The phone should be placed in a sealed envelope with the student name and taken to the pastoral office. The phone may be collected from the pastoral office at the end of the day.

If a phone is visible during a lesson, the teacher should remove the phone and return it to the student at the end of the lesson.

School Routines

Routines are any behaviours that should be performed identically most or all of the time. Routines become automatic, allowing more time to be given to learning.

Start of the day routines

- Students should enter the school via the student entrances and not the main reception entrance unless they are arriving with parents/guardians.
- On arrival at school, outdoor clothing including coats and items not needed for the morning lessons should be placed in lockers.
- Students may then go to their form rooms or to the hospitality suite if breakfast is required. Sixth Formers may also go to the Sixth Form Common Room or Chequers.
- At 8.30am students should vacate the form room and make their way to their first lesson.

Arriving into school late or leaving school early

- Students should sign in or out by scanning the QR code at Reception.
- A note or email request should be received by the students' form tutor requesting late arrival or early departure.

Classroom routines

Teachers will have their own specific routines but there are some general behaviours that all teachers will expect:

- Students should arrive on time to lessons. If a student arrives late to a lesson without an acceptable reason, the teacher will mark this as late in iSAMS, recording the number of minutes late and the reason for the lateness. Heads of Year will collate the data on lates each half term and this may result in a HoY lunchtime detention.
- Students should enter the classroom as directed by the teacher. Some teachers will ask students to line up in the corridor until they arrive.
- Students should take their seats as directed by the teacher, take out the equipment they need for the lesson and put their bag under the desk.
- Students should wait for the teacher to tell them to pack away their things and leave the classroom.
- The room should be left tidy with rubbish in the bin and chairs or stools pushed under desks.
- Students fill up their water bottles before lessons, at break or at lunchtime.

Assembly routines

- Students return to their form room to be registered.
- The form tutor will escort the form to assembly.
- Students walk with their form tutor to assembly in silence from the appropriate point.
- Students sit in silence in the assembly venue.
- At the end of assembly, students wait to be dismissed following the routine explained by the Head of Year or the person taking the assembly.

Locker routines

- Each student is assigned a locker.
- Students should only visit lockers to collect equipment at morning break and lunchtime. At other times with permission of a member of staff.
- PE bags should be stored inside lockers.
- Students should not sit on the floor or eat in the locker area.

- Students should use the locker to store personal items. We do not recommend that valuable items be brought to school. Harmful substances are not allowed in school and should not be brought in. These include alcohol, smoking materials or illegal substances.
- Lockers should be emptied prior to school holidays under the direction of the Head of Year.

Corridor routines

- Movement around the school should be calm and orderly. Students should not run in the corridors.
- All are asked to keep to the left to ensure smooth flow of people.
- If students are waiting to enter a classroom, they should be standing up and should stay close to the wall in single file.
- No food or drink should be consumed along the corridors.

Use of the form rooms

- Students are allowed to use their form room before school
- Year 11 students may use their form rooms during morning and lunch break, all other students are expected to go outside unless it is raining; they may then use their form room.
- Students should sit on seats and not on tables or the floor.
- No food should be eaten in the form room.
- Form rooms should be left tidy after use.

Dining Hall routines

- At break time, students should queue sensibly to buy tuck. All food should be eaten in the dining room. Litter should be placed in bins.
- At lunchtime, school bags should be placed in lockers and not left in form rooms or in any other areas around the school.
- Students who have school lunch should queue in an orderly way according to the schedule below and follow instructions given by the staff on duty. Sixth Formers may access Chequers at any time during lunch break.

Year group	Time	Queuing area
7	12:45pm	Green room
8	1:15pm	Green room
9	12:45pm	Drama Foyer
10	1:15pm	Drama foyer
11	12:45pm	Drama Foyer

- Once students have finished their lunch, all rubbish should be disposed of, and trays, crockery and cutlery placed in the racks.
- Mobile phone use is not permitted in the dining room.

Changing room routines

- Students should change quickly and lock any valuables in their locker.
- Students should not use changing rooms as social areas at any point in the day.
- Students should only use the changing rooms for changing for sport.
- Food should not be consumed in the changing rooms.
- PE staff will explain the specific routines regarding changing for sport.

End of school routines

- Students should collect their belongings and leave the premises quickly.
- Students should leave the school via the student entrances and not the main entrance.
- Students waiting for school buses should wait by the supervised bus shelter behind the railings and not on the path outside.

Boundaries on the school site

- Students in Years 7 - 11 should not leave the school site during the school day.
- Students are not allowed to access the rear staff car park
- Students should access the grassed area between the astroturf pitch and the hedge on Cardington Road including the bus shelter.

Late care routines

- If students are making use of the After School Study Room they should collect everything they need from their locker and sign in to late care by 4.15pm. They may sign in at 4:30pm if they are getting food from Chequers.
- Once students have signed in to late care, they must remain in the designated area.
- Students may sign in to late care after co-curricular activities.
- Students can remain in Late Care until 7pm.
- Students must sign out of Late Care when they leave to go home.
- Students should not go off site between the end of the school day and going to late care.

Routine for visiting the Health Centre

- If students are feeling unwell, they may visit the health centre.
- They should not call their parents to pick them up without seeing a member of the nursing team first.
- Students should go to reception and inform the member of staff on reception that you wish to go to the Health Centre.
- Unless urgent, visit the Health Centre before school from 8:15 am, at break time, at lunchtime or after school until 4:15pm avoiding lesson times.
- Ring the doorbell at the Health Centre and then you will need to follow instructions given by the nursing team.

Routine for individual music and speech and drama lessons

- When students have a music lesson, they should sign out at Reception using their iPad to scan the QR code.
- They will need to enter the reason for signing out: Music lesson or Speech & Drama
- They will need to sign in at the music block
- The register will be updated by the office with this information

Staff education

Staff meetings and INSET will be used to understand and enact the behaviour policy. This will include the sharing of good practice.

Linked Policies

Discipline and Exclusion Policy
Anti-bullying Policy
Academic Honesty Policy
Pastoral care Policy
E-safety Policy
Safeguarding and Child Protection Policy

Other documents

Behaviour in schools: Advice for headteachers and school staff. July 2022. <https://consult.education.gov.uk/school-absence-and-exclusions-team/revise-school-behaviour-and-exclusion->

Appendix

1. Detentions

What the law allows:

Teachers have authority to issue detention to pupils, including same day detentions.

A detention outside normal school hours will be lawful if it meets the following conditions:

- the pupil is under 18 (unless the detention is during lunch-break),
- the headteacher has communicated to pupils and parents that detentions outside school session may be used, and
- the detention is held in any of following times:
 - a) any school day where the pupil does not have permission to be absent;
 - b) weekends during term - except a weekend during, preceding or following the half term break; or
 - c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

Parental consent is not required for detentions

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a significant mental or physical health appointment;
- whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent