

Senior School Behaviour, Rewards and Sanctions Policy

This policy should be read in conjunction with the following policies:

- Anti-bullying Strategy
- Permanent Exclusion Process
- Online Safety Policy
- Safeguarding and Child Protection Policy

All published school policies can be found on the school website [here](#). Any other documentation listed can be requested via School Reception.

And with due regard to the following most up to date guidance

- Behaviour in Schools February 2024
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010: advice for schools 2014
- Keeping Children Safe in Education
- Preventing and tackling bullying in schools 2017
- Searching Screening and Confiscation Advice for Schools 2022
- SEND Code of Practice 2015

All school policies can be found on the school website [here](#)

Contents

Introduction

Aims

Principles

Specific Roles and Responsibilities

Expectations

Appendix A – Anti-bullying Strategy

Appendix B - Discrimination, Victimisation and Harassment

Appendix C – School Rules

Appendix D – BMS Expectations Charter

Appendix E – Drugs, Smoking and Alcohol Policy, Practice and Procedure

Appendix F – BMS Rewards System

Appendix G – Sanction System

Appendix H - Student Account Form

Appendix I – Online Safety Child to Child Incident Form

Appendix J – Investigation Overview

Introduction

At BMS we believe that a school's culture and values are manifested through the behaviour of its members. The School mission is to Inspire Excellence by providing a truly modern, inclusive and relevant education delivering excellence in all aspects of school life. Our four aims inspire, engage, encourage and cultivate, provide a clear sense of purpose to drive the delivery of our mission.

- Inspire
We inspire all of our school community to set high standards for themselves, develop a love of learning, a sense of curiosity and an ability to think independently.
- Encourage
We encourage students, staff and parents/guardians to develop a sense of wellbeing and students are encouraged to develop their emotional intelligence and self-awareness.
- Engage
We engage with and develop positive relationships with existing and potential students, staff, parents/guardians, OBMs and the wider community.
- Cultivate
We cultivate an outstanding learning environment, widening access for all and investing in staff development, the facilities and the daily operation of the School.

Aims

- To support the school community actively promote the welfare of students.
- To support the creation of a calm, safe and supportive environment which ensures that students can learn and be protected from disruption.
- To set out the principles, guidance and systems by which the BMS will promote good behaviour amongst all students.
- To set out the measures which are in place for both general and targeted interventions which will be used to encourage good behaviour.
- To clarify the types of support which will be provided to students to help them meet the behaviour standards, making reasonable adjustments for students SEND as required.
- To provide a clear and comprehensive guide for all members of the school community including Governors, School Leaders, students, teachers and parents/guardians in line with [Behaviour in Schools: Advice for headteachers and school staff February 2024](#).
- To ensure all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated.

Principles

- This policy and the Safeguarding Policy are closely aligned therefore safeguarding children and young people will always be at the centre of any response to concerns about behaviour.
- BMS is committed to the wellbeing of all members of the School Community.
- The BMS Mission, Aims and Values underpin every aspect of the school culture and day to day operation. All staff will read this policy and receive training to ensure they are able to collectively embody the school culture as well as educate the students during their day-to-day interactions with them.
- Staff at BMS will always work to create an environment where positive behaviours are more likely by proactively supporting students to behave appropriately in all aspects of school life. This will include their online behaviour.
- The School will provide clear guidance to support students behave appropriately and will teach students what good behaviour looks like. Where some students need additional support to reach the expected standard this will be identified and put in place as soon as possible.
- School Staff will respond promptly, predictably and with confidence and use a range of responses to maintain a calm learning environment and prevent

behaviour from reoccurring. These include both sanctions and pastoral approaches. BMS does not use or condone the use of corporal punishment.

- BMS staff may sanction students for misbehaviour outside of the school premises to such an extent that is reasonable. Such behaviour may include non-criminal poor behaviour and bullying, including online.
- School leaders will monitor behaviour through the use of data capture. This data will be used to identify any possible factors contributing to poor behaviour including system problems or failure to provide appropriate support. This data will also be used to ensure the school is meeting its duties under the Equality Act 2010.
- School staff will always consider whether a student's SEND has contributed to the misbehaviour and if so whether it is appropriate and lawful to sanction the student.
- School staff will always endeavour to engage and develop positive relationships with parents/guardians including sign posting them to appropriate external agencies where necessary.
- In line with GDPR and Data Protection, school staff will ensure information regarding sanctions and pastoral approaches are kept confidential unless there is a need to share information for safeguarding purposes.

Specific Roles and Responsibilities

Governors will:

- Ensure relevant policies are up to date, fit for purpose and followed effectively with regular reviews to ensure there is due regard to guidance from the relevant bodies.
- Act as panel members in the case of an appeal.
- Monitor and review relevant data which has been collated in order to ensure School leaders are identifying possible contributing factors to any trends in poor behaviour
- The Chair of Governors will be informed in case of permanent exclusion of an individual student.
- The Nominated Safeguarding Governor will be informed/consulted in complex cases which may involve external agencies.

The Head:

- Is responsible for implementing measures to secure acceptable standards of behaviour which are in line with the national minimum expectation. On a day to day basis responsibility is delegated to the Head of Junior School and Deputy Head Pastoral in the Junior School and the Senior Deputy Head, Deputy Head Pastoral and Student Progress and Director of Sixth Form in the Senior School.
- Only the Head can Permanently exclude a student from the school.

School Leaders (including Assistant Heads, Heads of Year, Heads of Faculty and Senior Tutors) are responsible for

- Visibly and consistently supporting all staff in managing student behaviour by ensuring this policy is followed.
- Ensuring measures are in place and both general and targeted interventions are used to improve student behaviours, where necessary making reasonable adjustments for students with SEND.
- Ensuring that student behaviour does not disrupt teaching, learning or school routines.

- Ensuring that all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe, feel safe and everyone is treated respectfully.
- Ensuring that any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively.

Classroom teachers and all staff are responsible for:

- Developing a calm and safe environment for students and establishing clear boundaries of acceptable behaviour.
- Modelling the School values and expected high standards of behaviour, following the BMS Code of Conduct at all times.
- Attend training that is required.
- Identifying how certain SEND, mental health or other external factors may affect behaviour.
- Being familiar with the School's Expectation Charter.
- Ensuring that concerns are logged and records kept in line with policy.

Students will be:

- Educated in the BMS behaviour standards and expectations as well as the consequences for any misbehaviour.
- Taught their duty to follow this policy and to comply with requests to support and educate others by giving witness accounts or reporting misbehaviour as appropriate and linked to the School Values.
- Expected to respect that decisions about sanctions will be made with care and will have considered any mitigating circumstances. Other details will not be widely shared.
- Expected NOT to discuss incidents and sanctions either in person or online, understanding that without the full facts this is likely to damage the process and cause additional distress to those involved.
- Expected to accept pastoral support, guidance and/or sanction where their behaviour has not met the expected standard.
- Asked to contribute in a positive and constructive manner to the shaping of this policy and the systems used by the School.

Parents/Guardians should:

- Understand that by signing the parent contract with the school, they undertake to uphold the School's policies and regulations, including this policy.
- Support the day-to-day work of school staff in their efforts to ensure that BMS has the highest standards of behaviour by reinforcing the School Values at home.
- Familiarise themselves with this policy and its principles, taking care to understand the systems and processes in place to ensure BMS has the highest standards of behaviour.
- Where appropriate, be included in any pastoral work following misbehaviour and support the work of school staff.

Expectations

At BMS our School Values underpin everything that we do and all members of the community are expected to uphold these values at all times. In addition, our School Rules (Appendix B) are designed to encourage positive behaviour and self-discipline as well as ensuring the safety of all members of the community. The School Rules are reviewed and

updated on a regular basis in response to any national guidance or issues identified through monitoring, evaluation and consultation. In the Senior School we also have an Expectations Charter (Appendix C) which is a framework to educate students in good behaviour as well as Equipped to Learn guidance which is a guide for all students to ensure they attend lessons organised and ready. The Expectations Charter is published in the School Planner along with the School Values and the School Rules. It is also on display in every classroom and around the school to act as a visual reminder to all students.

Individual areas may have specific expectations for student behaviour specifically for Health and Safety purposes e.g. in Sport or DT and these are communicated by the adult in charge and regularly reinforced during lessons. They may also be displayed in the area.

Expectations during unstructured times, including routines for movement around the school, are set out during transition when students begin their BMS journey in the Junior and Senior School. Class teachers and tutors remind students of expectations during registration and tutor time as well as when on duty around the school.

Learning about good behaviour is part of our curriculum at BMS including how to behave well online. It happens regularly in the following ways:

- Through assemblies which take place weekly.
- During registration and tutorial with class teacher or tutor.
- During PSHE, Relationships and Relationships and Sex Education either from school staff or visiting speakers.
- Through posters, displays and social media posts.
- As part of the House System and Monitor System where Sixth Form act as role models and guides to the younger students.

There will be times when temporary adjustments to behaviour expectations are needed for individual students (for example as a result of a bereavement). In these instances, the relevant pastoral leader will liaise with the relevant members of the school community.

1. Expectations and Students with SEND

At BMS, staff recognise the need to provide support to ensure all students, including those with SEND, can thrive in an environment where there are high standards of behaviour. The School recognises that there are certain statutory duties which have a bearing on this policy and practice particularly where a student has SEND which affects their behaviour.

As part of meeting these duties, school leaders, staff and teachers will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent this.

The School will always co-operate with Local Authorities and other agencies where a student has an EHCP.

When a student has a special educational need or disability (SEND), staff will consider their SEND in relation to their behaviour, recognising that it does not always follow that every incident of misbehaviour will be connected to their SEND.

In order to manage behaviour effectively, when a student is identified as having SEND, additional support will be given consistently and fairly using the graduated approach of assessing, planning, delivering and reviewing the impact.

2. Rewards

At Bedford Modern School we like to encourage and reward effort, attainment and good citizenship. This can be through the praise we give to students either individually or as a group. Our Rewards System perhaps best reflects our acknowledgement of the above through the awarding of 'Eagle Points'. Students are rewarded for things such as particularly good effort, excellent work, or doing something for others above and beyond

what would ordinarily be expected., This could also be for perhaps independently undertaking a task to benefit the School in the way it looks, or perhaps that enhances our reputation. When a student accrues a defined number of 'Eagle Points', certificates and ultimately badges will be presented to them to celebrate their achievement. At various times in the school year, we have assemblies and awards evenings, where prizes are presented to a large number of students for excellence, effort, progress and contributions to the School.

3. Responding to Misbehaviour

When a member of staff becomes aware of a misbehaviour they should respond predictably and assertively in accordance with this behaviour policy. The first priority will always be to ensure the safety of the students and any other members of the school community. To support staff to respond in a consistent, fair and proportionate manner the guidance below is designed to help staff identify an appropriate response.

BMS takes an 'ask, tell, consequence' approach to promote positive behaviour. Students will be educated in the behaviours expected and will be reminded (told) where necessary and appropriate. It is essential that students learn that misbehaviour has consequences both for themselves and others.

The response to misbehaviour will have various purposes which include:

Deterrence: clear sanctions can act as deterrents for specific students or as a general deterrent for all.

Protection: keeping children safe is the legal duty for all staff.

Improvement: the response will always seek to ensure an improvement in the behaviour so that students reengage in meaningful education. Students will be supported to understand and follow BMS rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate staff will take account of any contributing factors that are identified after a behaviour incident has occurred, for example if a student has suffered bereavement, experienced abuse or neglect, has mental health concerns, has been subject to bullying, or has challenges or barriers including SEND (including those not previously identified.)

4. Sanctions

The following range of sanctions will be used as consequences for misbehaviour at BMS:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written task requiring a student to reflect on behaviour
- Loss of privileges
- School based community service such as tidying a classroom
- Removal from an activity or a classroom
- Regular reporting to a member of staff i.e. being 'on report'
- Detentions (further information in paragraphs below)
- Suspension
- Permanent exclusion

4.1 What the law allows:

Teachers can sanction students whose conduct falls below the standard which could be reasonably expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction to that student.

Staff may issue sanctions anytime students are in school or elsewhere under the charge of a member of staff – including school visits.

BMS has the power to sanction students for misbehaviour outside of school premises to such an extent that it is reasonable. BMS may apply the behaviour policy when the student is:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing uniform or
- In some other way identifiable as a student at the school

Or when the misbehaviour:

- Could have repercussions for the orderly running of the School
- Adversely affects other members of the school community
- Pose a threat to another student or member of the public
- Could adversely affect the reputation of the school

This includes the use of technology and in particular, the use of social media.

5. Levels of Misbehaviours

Misbehaviours at BMS are graded using a system of levels (Level 1-Level 7). This aims to ensure that the response is appropriate, proportionate and consistent across the School. Descriptions of the types of behaviour which falls into each category are below, along with examples of appropriate sanctions.

It is important to note that the consequence for misbehaviour will largely depend on the context of the behaviours exhibited, the number of times a student has committed the behaviours and any mitigating circumstances related to students involved. This could include the age and individual needs of the students, locations of any incident and the date when it occurred.

Where possible, thought will be given to issuing appropriate sanctions that are most likely to modify the behaviour noted.

5.1 Level 1 Misbehaviour

Level 1 behaviour is likely to be a minor infringement of the School Rules or Expectations Charter and usually a first or one off occurrence which the member of staff feels needs to be addressed and recorded via the Level 1 system. Examples include (but are not limited to):

- Not having correct equipment
- Failing to wear uniform correctly
- Failure to hand in homework
- Lateness to lessons
- Dropping litter
- Commenting inappropriately in class
- Chewing gum
- Boisterous behaviour
- Use of mobile phone
- Exhibiting minor behaviours not in line with School Expectations

Level 1 behaviours will be challenged by teachers or tutors who will support students by reminding them of the expected behaviour. Staff will explain the behaviour witnessed is at Level 1 and will complete the **Level 1 Record** on iSAMS which will alert the student's tutor. In addition to the record, the following sanctions may be considered appropriate:

- A verbal warning
- A short detention (10-15 minutes) usually at break or lunchtime to give time for reflection
- Confiscation of item (e.g. phone or chewing gum).
- Additional support may be provided by the student's tutor.

The Level 1 Record on iSAMS will be used by the School Leadership to monitor and act on any trends in behaviour and will allow tutors to monitor individuals. It will not form part of the student's permanent School Record. Parents/guardians will not be routinely informed about Level 1 Behaviours although teachers may mention them at key reporting points, or if the behaviour is repeated.

5.2 Level 2 Misbehaviour

Level 2 Behaviours include repeated Level 1 behaviour where the appropriate consequence and support has failed to modify behaviour, as well as more serious infringements of the Expectations Charter. This includes (but are not limited to):

- Repeated failure to undertake homework
- Repeated infringement of the Uniform Policy
- Repeated use of a mobile phone
- Disruptive behaviour during a lesson
- Running in the Science Centre (Health and Safety)
- Inappropriate behaviour during a lesson
- Inappropriate behaviour during unstructured time.

Level 2 behaviours will be reviewed by Heads of Subject, Heads of Year or Senior Tutors, who will speak to the student and ensure they are clear on the expectations. Class teachers and tutors will offer additional support and guidance. A sanction for Level 2 behaviour may be:

- A 30-minute lunchtime detention. (Level 2 Detentions will be recorded on iSAMS and these can be viewed by parents/guardians in the Detention section of MSP.)
- Contact with parents/guardians should be made.
- School based community service
- A report card monitored by Tutor or Head of Subject

5.3 Level 3 Misbehaviour

Level 3 behaviour includes repeated behaviour at Level 1 or 2 which has continued despite previous sanctions. It may also include serious one-off behaviours such as (but not limited to):

- Causing or attempting to cause minor damage to property
- Failing to attend a lesson
- Lack of respect towards a member of staff
- Failure to submit coursework
- Inappropriate use of technology
- Use of mobile devices in toilet facilities
- Swearing
- Persistent disruptive behaviour

Sanctions for Level 3 behaviour may include:

- After School Detention 1 hour 4.15pm -5.15 pm
- A report card monitored by Head of Faculty or Head of Year
- School based Community Service

- Discussion with the Assistant Head (as appropriate)

Parents/guardians will always be informed regarding level 3 behaviour. Repetition of the behaviours at Level 3 may escalate to Level 4.

5.4 Level 4 Misbehaviour

Level 4 behaviours are most often a serious infringement of School Rules or the Expectations Charter. It includes repeated behaviour at Level 3 which has continued despite previous sanctions as well as:

- Inappropriate comments about a teacher including in person or online
- Offensive behaviour towards another student including making racist, homophobic or sexist comments or insults in person or online
- Acts of aggression - striking another student
- Smoking, vaping or use other nicotine based products on site
- Alcohol use in school
- Deliberate and persistent disruption to lessons or school activities

Incidents and offences at this level will always be reviewed by a senior member of staff because it is likely that this behaviour causes harm to the student and/or to others. Students must understand that these misbehaviours are likely to have serious consequences if they were to happen in the workplace and therefore sanctions at this level reflect the need for this behaviour to cease immediately and not be repeated. Parents/guardians will always be informed of behaviour at this level.

The sanction for behaviour at this level is most often a 2-hour Leadership detention (usually after school 4-6pm) during which, time will be taken to ensure that the student understands why the behaviour shown is not acceptable. There may also be an element of School based community service.

Any repeat of Level 4 behaviour is likely to have the following consequences/interventions:

- A parental review meeting with relevant pastoral staff to explore why the behaviour is continuing
- A behaviour contract listing specific requirements and adjustments the student must make which School expects to be the norm in future. This must be signed by the student, parent/guardian and member of the Extended Leadership Team.
- A daily report monitored by a member of the Extended Leadership Team.

5.5 Level 5 Misbehaviour

Misbehaviour is considered at Level 5 if it is either:

- Continued repetition of Level 4 misbehaviours and it is felt the student would benefit from the intervention of the Senior Deputy Head
- Or serious enough to be considered at Level 6 but the Leadership Team consider that it is more appropriate, given the circumstances, for the intervention of the Senior Deputy Head.

The sanction for behaviour at this level is a most often a 2-hour detention (usually after school 4-6pm), during which, time will be taken by the Senior Deputy Head to ensure that the student understands why the behaviour shown is not acceptable. There may also be an element of School based community service. Parents/guardians will also be invited to meet with the Senior Deputy Head.

5.6 Level 6 Misbehaviour

Misbehaviours at this level are very serious behaviour offences or where there has been little or no improvements in the behaviour of the student who has been sanctioned repeatedly at previous levels and for whom interventions have not stopped the misbehaviour.

This misbehaviour includes:

- Abuse of individuals linked to one or more of the nine protected characteristics¹
- Being under the influence of alcohol on the school premises
- Bullying
- Criminal damage
- Failing to comply with the terms of a report following previous interventions
- Fighting (Could be escalated dependent on severity of incident)
- Inappropriate behaviour of a serious kind towards another student or adult.
- Involvement with illegal substances
- Persistent disruptive behaviour, inside or outside the classroom.
- Physical Assault
- Serious inappropriate behaviour before school, after school or between lessons
- Serious inappropriate behaviour in class
- Selling or distribution of banned items in School
- Theft.

The sanction for behaviours at this level is suspension from school for between 1- 5 days depending on severity. Where behaviour has been identified at this level, parents/guardians will always be contacted at the first possible opportunity and informed that suspension (see section on suspension) is possible.

There will always be additional interventions and support for students who are suspended which may include:

- Additional pastoral care, support and guidance from members of the pastoral team
- Referral to appropriate external agencies
- Guidance from the police liaison officers

5.7 Level 7 Misbehaviour

Level 7 behaviours are the most serious and are likely to put students and/or staff at risk of harm. Level 7 behaviour includes a repeated action which has been punished previously by a suspension (Level 6) or the law has been broken and therefore we are obliged to apply this sanction.

Examples of possible offences:

- Multiple fixed-term exclusions
- Drugs – use of drugs on school site, supplying/distribution of drugs,
- Bringing weapons to School, to be used in a threatening manner
- Persistent bullying
- Threatening/malicious behaviour to students or staff
- Physical assault
- Premeditated stealing
- Sexual misconduct

¹ Age, Disability, Gender re-assignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

- Participating in events of a serious nature which adversely effects the good reputation of the School.

The sanction for behaviour at this level is permanent exclusion and is considered the most severe of sanctions and one that will be used only when it is absolutely necessary, and at the discretion of the Head alone, perhaps to protect the safety of others (students and/or staff) within our community.

6. Managing reports of misbehaviour

Misbehaviours are usually placed into two distinct categories for the purpose of response, investigation (if necessary) and action (i.e. issuing sanctions) – academic (those problems which occur within the classroom) and non-academic (those that occur outside the classroom).

6.1 Misbehaviours at Level 1 should be dealt with by the appropriate member of staff who has witnessed the misbehaviour (e.g. teacher, coach, duty member of staff). A record will be kept for monitoring purposes only. Repeated behaviours at Level 1 will be referred to the tutor/class teacher and/or Head of Subject for further review.

6.2 Misbehaviours at Level 2 will usually be referred to the Year Team (non-academic) or Heads of Subject (academic). Any detentions will be recorded on iSAMS and any relevant information or correspondence will be recorded for internal monitoring purposes only on CPOMS. Repeated behaviours at Level 2 will be referred to the Head of Year, Senior Tutor and/or Head of Faculty for further review.

6.3 Misbehaviours at Level 3 will always be referred to the relevant Head of Year or Head of Faculty. Any detentions will be recorded on iSAMS and any relevant information or correspondence will be recorded for internal monitoring purposes only on CPOMS. Repeated behaviours at Level 3 should be referred to the relevant member of the School Management Team (e.g. Assistant Heads, Director of Sixth Form or Deputy Head (Academic and Innovation))

6.4 Misbehaviour which is considered to be at Level 4 will **always** be passed to a senior member of staff for their consideration. Pastoral staff should always be alerted as soon as possible using CPOMS and may be included in discussions about sanctions, intervention and support. Repeated behaviours at Level 4 should be referred to the Deputy Head Pastoral and Student Progress, Deputy Head Academic and/or Director of Sixth Form who will discuss with the Senior Deputy Head.

A Level 5 sanction may be appropriate if a level 4 sanction needs escalating, or if a level 6 sanction may be mitigated down.

6.5 Misbehaviour which is considered to be at Level 6 should **always** be referred as soon as possible to the Senior Deputy Head, Deputy Head Pastoral and Student Progress and/or the Director of Sixth Form. Pastoral staff should always be alerted as soon as possible and be included in discussions about sanctions, intervention and support.

6.6 Misbehaviour which is considered to be at Level 7 should **always** be referred immediately to the Head via the Senior Deputy Head, Deputy Head Pastoral and Student Progress and/or the Director of Sixth Form. Pastoral staff should always be alerted as soon as possible and be included in discussions about sanctions, mitigations, intervention and support.

7. Investigations of Level 2 – 6 Behaviours

It is important that school staff have as clear an understanding as possible of exactly what behaviour has occurred and the circumstances (including mitigating circumstances) in which it has occurred so that the most appropriate consequences and interventions can be put in place. BMS recognises that sometimes students do not immediately give an accurate picture of events and therefore if no adults have witnessed the behaviour, reasonable time will be taken to establish what has happened. This may involve students who witnessed the behaviour being asked to give verbal or written accounts (appendix F). Additional evidence such as screen shots, examples of work, photographs of damage or CCTV may also be collated. Pastoral staff including Student Support Assistants or members of the School Leadership team may need to interview students. This will be done sensitively and where necessary there may be two members of staff present. In the event a student has identified or suspected SEND, the SENDCo/Assistant SENDCo will be consulted to provide support for the student and staff. Parents/guardians will not be asked to accompany students unless there are exceptional circumstances agreed by a senior member of staff (this would include the possibility that a student has committed a crime).

Investigating incidents can be very time consuming and many pastoral staff also have busy teaching timetables. Therefore, it will not be possible for staff to conduct full and detailed investigations into every misbehaviour; professional judgements will be made by school leaders to ensure that the most serious incidents are prioritised. Where necessary, decisions regarding the outcome of investigations will be made on the balance of probabilities. Staff will keep parents/guardians and students updated as the investigation proceeds, as the process may take a few days.

Where misbehaviour is considered to be at Level 4–6 an Investigation Overview along with supporting evidence will be passed to a Senior Member of staff for review. Parents/guardians will be notified at a point in time when the detail is clearest. Further interviews may be held (notes will be taken), meetings may take place and time will be taken to ensure the best chance of appropriate, reasonable and accurate decisions being made. The student will usually be given an opportunity to provide a written account to clarify in their own mind what went wrong and how they would act differently in future. If it is possible a Level 6 sanction will apply, the investigation report will be reviewed by the Senior Deputy Head who will discuss with the Head. If it is possible a Level 7 sanction could apply, then the Permanent Exclusion Process will be followed.

Where necessary the Head will discuss investigations and possible outcomes with one or more of the members of the Leadership Team, including the Designated Safeguarding Lead, to ensure all areas of concern have been investigated and clarified as far as is reasonably practical. The Head will act in line with the Equality Act 2010 and always take into account any mitigating factors such as SEND, safeguarding or pastoral concerns or specific vulnerabilities of the student(s) involved before making a decision.

The outcome of any investigation will be discussed with the student involved and their parents/guardians. Details of sanctions will be kept confidential from external members of the school community.

8. Suspension Process

If a decision is made for a student to be suspended for a number of days, the Head will inform the relevant pastoral leaders. A decision will be made on a case-by-case basis of the most appropriate way to inform the student and their parents/guardians. In most circumstances parents/guardians will be contacted via telephone by a member of the pastoral team and asked to attend school to collect their child. Where possible they will be

met by a member of the pastoral team or Senior Leader so that any questions can be answered regarding the decision and future support. Once parents/guardians are aware, the student will be informed of the suspension.

The student and parents/guardians will be invited to attend a reintegration meeting on their return to school. This meeting will include an opportunity to discuss relevant support as well as ensure that expected behaviour is understood. A reintegration contract will be signed by all parties before parents/guardians and students then meet briefly with the Head.

9. Suspected Criminal Behaviour

If a member of staff or a student reports or suspects criminal behaviour has occurred this should be reported immediately to the Deputy Head Pastoral and Student Progress and the Senior Deputy Head who will make an initial assessment of whether an incident should be reported to the police. This will be achieved by gathering only enough information to establish the facts of the case to ensure that any relevant evidence is preserved.

Once advice has been sought, it is likely the school will proceed with its own investigations as long as it does not conflict with any police action. If it is necessary for a student to be interviewed by the police, the School will ensure that, subject to the advice of the Local Safeguarding Partners, the student's parents/guardians are informed as soon as possible, and that the student is supported during the interview by an appropriate adult.

It is likely that in addition to making a report to the police, the school will also make a report to Children's Social Care for the area in which the child resides.

Reports of child-on-child sexual violence and abuse will always be dealt with by following the guidance in KCSIE part 5 and the School Safeguarding and Child Protection Policy.

10. Safeguarding

Safeguarding children is our priority when dealing with any disciplinary matter and will always be taken into account when responding to any incidents of poor behaviour. Bedford Modern School recognises that children's behaviour can be an outward manifestation of other issues that are happening in their life. We also recognise that for some misdemeanours a 'safeguarding response' may be more appropriate than a particular sanction. When this may be the case, pastoral staff will always discuss this with the Designated Safeguarding Lead (or Deputy DSL) who in turn will discuss with parents/guardians unless there is a specific risk to the child's safety. More detailed information is included in the Safeguarding and Child Protection Policy.

11. Behaviour Interventions

At BMS we believe that behaviour is a form of communication.

Repeated misbehaviour is a sign that something is wrong and therefore it is necessary for school to intervene to support and educate the young person involved.

From time to time subject and class teachers may need to use specific interventions in lessons such as:

- Verbal reminders of expectations
- Changing seating in the classroom
- Time out from the lesson or activity
- Call for SMT/SEND support
- Contact home and agree classroom support.

Students may be requested to report to a key member of staff on a regular basis following any misbehaviours. This will enable staff to offer more bespoke positive support to individual students.

BMS uses a Report Card monitoring system which can give additional structure to the support system above. Students are expected to hand in the report on a lesson-by-lesson basis and teachers requested to make a comment. Part of this intervention aims to help the student in being organised and taking responsibility for the card. Parents/guardians are also requested to check the card regularly as agreed with the key member of staff.

Parents/guardians will always be informed if a student is to be given a report card. Where a student has SEND, consultation will take place with relevant Academic Support Staff and where reasonable adjustments to the monitoring may be made.

11.1 Progress (Level 1/2) Report

Students may request to go on this report, or it may be suggested by pastoral or academic staff to monitor progress in lessons or during unstructured times. Specific targets will be agreed and recorded on the front of the card. A regular time to see the form tutor or assistant Head of Year will also be agreed.

Parents/guardians will be informed via email or telephone call.

11.2 Intervention (Level 3) Report

This report will be issued by the Head of Year in response to specific concerns about misbehaviours and/or poor academic progress. Specific targets will be set and recorded on the front of the card. A regular time to see the Head of Year will also be agreed.

Parents/guardians will be informed via email or telephone call and may be invited in to school to discuss the intervention and progress.

11.3 Leadership Monitoring (Level 4) Report

This report will be issued by a member of the School Management Team following either serious or repeated misbehaviour at Level 4 or following a sanction for misbehaviour at Level 5 or Level 6. Students on this report will be set targets which relate directly to the BMS Expectations Charter.

Parents/guardians will be informed of this during a scheduled meeting at school with a senior member of staff.

12. Confiscation of items

Schools are permitted to search for any item if the student agrees. However, Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

These can include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes, snus, tobacco products, lighters and cigarette papers
- Fireworks
- Pornographic material
- Any article that the member of staff reasonably suspects has been, or is likely to be used to: *Commit an offence, to cause personal injury to, or damage the property of, any person (including the student)*

The Head and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. When it is necessary to search a student, pastoral staff will do so following the guidelines laid out in Searching, Screening and Confiscation (July 2022).

13. Physical Restraint

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- "Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)"
- "Causing personal injury to any person (including the student themselves)"
- "Causing damage to the property of any person (including the student themselves)"
- "Prejudicing the maintenance of good order and discipline at the school, and among any students receiving education at the school, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the Head Teacher has authorised to have control or charge of students"

Staff are advised always to use their voices first, to use the minimum force necessary to restrain a student for the shortest possible period of time and use their professional judgement as to whether the use of physical restraint is appropriate. They should consider:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"
- "The chances of achieving the desired result by other means"
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the Head immediately after s/he has needed to restrain a student physically. We will always inform a parent/guardian when it has been necessary to use physical restraint, and invite them to the School so that we can, if necessary, agree a protocol and/or sanction for managing that individual student's behaviour. Concerns surrounding any possible repeat of this type of behaviour may be taken into consideration when considering sanctions.

14. Mobile phones

It is advised that electronic items including, but not limited to, mobile phones and smart watches and valuable items should not be brought into school. Personal electronic devices should only be used outside the school premises. If any of these devices are brought into school, BMS accepts no responsibility for loss or theft. Mobile phones or similar devices are not allowed to be used around the school site by students. Guidance is also provided to members of staff and sixth form students about their use of mobile phones. Mobile phones should only be used in areas limited to sixth form only or when specific permission has been provided by a member of staff. Staff members should continue to use their mobile devices with caution and in appropriate spaces in line with the Staff Code of Conduct.

Students in Years 7 to 11 may bring a phone to school with parental permission but it must be switched off and kept out of sight when on school grounds unless there are exceptional circumstances and by prior arrangement with a member of staff. In these circumstances,

a time and place will be agreed for a phone call or text. Any urgent message to or from parents/guardians should go via the School Reception or the School Office. Students may be allowed to carry mobile phones on trips and fixtures, but their use, if any, will be agreed in advance and communicated by the relevant member of staff.

Mobile phone use in Years 9 to 11: During examination periods, there will be special dispensation given to students in Year 11 where appropriate and as agreed with their Head of Year in consultation with the Assistant Head Years 9-11 or Deputy Head Pastoral.

Sixth Form students may use their devices when in the Oakley Room, Wilden Room and Café area (but not during Breakfast Club or the school lunch period). They may also use them in lessons when explicitly directed by a member of staff.

No-one should walk around the school or over the crossing/bridge wearing headphones; they may only be worn in school when express permission has been given by a member of staff in exceptional circumstances.

14.1 Confiscation of mobile phones

If it is necessary to confiscate a mobile phone due to breach of the policy the following will apply:

- The mobile phone must be switched off by the student and then passed to the teacher.
The teacher will take the mobile phone to reception where it will be placed in an envelope and labelled with the student's name and form.
In the first instance the student may collect their phone at the end of the school day.
- Names, dates and details will be recorded using the Level 1 record system. Any repeat confiscation will be recorded, and further sanctions imposed using the behaviour policy for students not following the school rules.
Confiscation of a mobile phone following use in any toilet or changing facility will automatically lead to a Level 3 sanction being issued.

If there is a concern about material that is stored on the phone, the Deputy Head Pastoral will be informed in the first instance (the Senior Deputy Head or Head in their absence) and safeguarding or disciplinary procedures implemented.

15. Teaching and Learning

Bedford Modern School aims to raise the aspirations of all its students and to help them appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every student a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard and behave in line with the school values.

16. The Sixth Form

We encourage and expect our most senior students to behave maturely, and act as role models for our younger students. The 'Sanctions System' applies to all students in the Senior School however, when dealing with students in the Sixth Form, consideration will be given to their age and they will always be expected to take responsibility for their own actions. If serious behaviour incidents do occur, a full investigation will take place as already described previously, however this will be led by the Director of Sixth Form. The Director of Sixth Form, in discussion with one or more of the Deputies or with the Head, will decide on the most appropriate course of action and level of sanction.

17. Student Leadership

The School has many opportunities for student leadership, especially in the Sixth Form. Younger students are expected to respect the authority of those older students who have been appointed to roles of responsibility and who in turn will be trained to use this policy and report incidents of misbehaviour to the relevant adult in charge.

18. Student Wellbeing

Almost all students who attend BMS want to succeed in all aspects of School life and therefore misbehaviour at any level can cause anxiety in the perpetrator. This is particularly the case with students who have SEND. Students who misbehave are often unhappy with some element of their day-to-day life and therefore staff at BMS will always seek to offer support to students who have not met expected standards. Academic Support, Pastoral and Wellbeing staff will lead on this support, liaising with parents/guardians and external services as necessary.

19. Complaints

In order to deal with misbehaviours successfully it is essential that the partnership between parents/guardians and school staff is maintained. School staff will ensure that parents/guardians are given as much information as possible regarding incidents when appropriate and in line with this policy and will always reinforce the principle that once a sanction has been agreed and served, students should be entitled to a 'fresh start.' School staff will always take time to listen to the viewpoint of parents/guardians if requested, however there may be times where agreement cannot be reached. In these cases, Parents/guardians will be directed to the School's Complaints Procedures which is on our website and copies of which can be sent electronically if requested.

20. Staff Training

All staff will be expected to have read and understood the Behaviour Policy. Key points from the policy will also be included in the Safeguarding Induction Training for all staff.

All teaching staff will receive regular training and support with regards to behaviour management.

Pastoral staff will receive bespoke training regarding managing investigations and serious incidents.

21. Record Keeping

Records of misbehaviour will be kept for the following purposes:

- To monitor trends and ensure that positive action across the school leadership (both academic and non academic) is taken to prevent future misbehaviour for individuals, groups of students and in general
- To report to Governors and Trustees particularly with regard to child-on-child abuse and specific issues related to online behaviour, racist, sexist or homophobic behaviour and as part of statutory SEND reporting e.g.EHCP
- To ensure that individual students receive the best possible interventions to ensure misbehaviours are not repeated or escalated
- To identify where appropriate any signals that could suggest an undiagnosed SEND
- To ensure that safeguarding and child protection records are kept in line with KCSIE.

And in the following places:

- Level 1-5 records of all levels of detentions will be kept on iSAMS
- Level 2-7 behaviour incidents and concerns will have further information kept on CPOMS for internal use only
- Level 4-7 Incidents may be recorded as Safeguarding and Child Protection and passed onto relevant external agencies if necessary.

22. Behaviour Incidents online

Members of the BMS community are expected to uphold the School's values online. Students are regularly reminded of this expectation. Time is also taken to educate parents/guardians about online behaviour through events, literature. and as part of the Parent Support Programme.

Many online behaviour incidents between young people occur outside the school day and off the school premises. DFE guidance is clear that parents/guardians are responsible for this behaviour, but also that it is within the School's remit to intervene inline with point 4.1. BMS encourages parents/guardians to monitor students' mobile phone use and take particular note of the recommended age restrictions on any apps.

In line with DFE guidance BMS will sanction online behaviour regardless of where it happens if this behaviour:

- Poses a threat or causes harm to another student (by the use of a risk assessment)
- Could have repercussions for the orderly running of the school
- Happens when the student is identifiable as a member of the school
- Or if the behaviour could adversely affect the reputation of the school.

Online behaviour will be investigated in accordance with this policy and following the guidance under the investigations section. Online behaviour can be very difficult to manage given the issues of anonymity and, therefore, evidence such as screenshots can be very helpful and should be shared as soon as possible.

23. Dealing with language or misbehaviour relating to the nine protected characteristics (See appendix A)

23.1 Principles

- It is important to note that we have a zero-tolerance approach and an incident will be described and recorded as derogatory (e.g. racist/sexist/homophobic) if it is perceived to be derogatory by the victim or by any other person.
- All incidents (including online) should be reported. The Head of EDI will support staff where there is any question over the nature of a comment or incident.
- It is important to recognise that involvement in an incident in which it is perceived that derogatory language or actions have been used/undertaken does not automatically mean a person 'is a racist' for example.
- Every incident will be reviewed on a case-by-case basis and relevant circumstances will always be taken into consideration when discussing a consequence.
- Sanctions for this misbehaviour will be used as a deterrent and the likely starting point for deliberate use of derogatory language or misbehaviour relating to the nine protected characteristics² will be a 2-hour detention when students will be

² Age, Disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

given an opportunity to be educated on the importance of Equality, Diversity and Inclusion.

- Repetition of this misbehaviour or any serious offence relating to the nine protected characteristics is likely to be considered a Level 6 or Level 7 misbehaviour and could result in suspension or permanent exclusion.

23.2 Response of staff

If a member of staff becomes aware of the use of racist, sexist, homophobic or any derogatory language or misbehaviour which relates to the nine protected characteristics they must:

- Explain that it is unacceptable and can cause offence. Reference should always be made to the BMS School Values and Expectations Charter;
- Investigate where possible and record the details of the incident on CPOMs including any screenshots or relevant pictures and alert the Head of EDI, relevant pastoral and (if relevant) academic leader, SENDCO if appropriate, and DSL;
- Parents/guardians of the student(s) concerned will be informed at the point where the detail is most clear and where necessary will be invited to discuss the matter further. This may include any necessary interventions or sanctions with academic or pastoral leaders.

23.3 Response of students

If a student becomes aware of the use of any derogatory language or misbehaviour which relates to the nine protected characteristics they should:

- If possible explain that it is unacceptable and can cause offence. Reference should always be made to the BMS School Values and Expectations Charter;
- Report the matter to the nearest member of staff, to a Sixth Form Monitor, to a trusted adult or online via the online reporting system or email. Pass on any relevant information such as screenshots;
- Seek support from trusted adults or sixth form monitors, tutor, teacher, wellbeing team or parents/guardians.

Students should not:

- Discuss the incidents with other students (on or offline), share any information such as screenshots with other students or take matters into their own hands.

If at any time staff or students feel that a matter is not being dealt with in line with the School Values or this policy, they should escalate this to their Head of Year, the Head of EDI or the Deputy Head Pastoral and Student Progress.

**Mrs J Goodacre
Deputy Head (Pastoral and Student Progress)**

**Mr A Whomsley
Senior Deputy Head**

**May 2026
Review Date May 2027**

Anti-Bullying Strategy

This policy should be read in conjunction with the below:

- Behaviour Policy
- Online Safety Policy
- Permanent Exclusion Policy
- Safeguarding and Child Protection Policy

All school policies can be found on the school website [here](#).

and the following guidance:

- Equality Act 2010
- Keeping Children Safe in Education
- Preventing and Tackling Bullying 2017

Aims

This strategy sets out how the School seeks to ensure that our school environment is a safe and caring place that is free from disruption, violence and any sort of harassment so that every one of our students can develop their full potential.

Principles

Student wellbeing will always be a priority.

Safeguarding will always take precedence when dealing with cases of bullying or child on child abuse.

Both victim and perpetrator will be given support and pastoral care.

Whenever possible the wishes of the victim will be taken into consideration.

Parents and guardians will be involved at the earliest possible opportunity when the detail is clearest

The School will take all allegations seriously and will always aim to find a resolution that prioritises the wellbeing of all children involved.

Definition of Bullying

"Bullying may be defined as: *Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally*".

Bullying is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, social media and text messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are related to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, inappropriate sexual behaviour, sexual orientation or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time and can involve everyone - students, staff and parents/guardians.

Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Definition of Cyber-Bullying

[Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)

- **What is cyberbullying?**

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

Cyberbullying can include:

- Sending threatening or abusive text messages.
- Creating and sharing embarrassing images or videos
- Trolling – the sending of menacing or upsetting images on social networks, chat rooms or online games.
- Excluding children from online games, activities or friendship groups.
- Shaming someone online.
- Setting up hate sites or groups about a particular child.
- Encouraging young people to self-harm.
- Voting for or against someone in an abusive poll.
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.
- Sending explicit messages, also known as sexting.
- Pressuring children into sending sexual images or engaging in sexual conversations.

The School's Response to Bullying and Cyber-Bullying

At Bedford Modern School, we always treat bullying, including allegations of bullying, very seriously.

- **Signs of Bullying**

Changes in behaviour that may indicate that a student is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Changes to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Nurses' Department with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents/guardians and teachers.

- **Preventative Measures**

Where reference is made to the Deputy Head Pastoral this should also be taken to mean Deputy Head Pastoral (Junior School) where this is clearly more relevant or appropriate.

We take the following preventative measures in order to ensure that bullying does not become a problem which is associated with Bedford Modern School:

- All new students are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. Any student who reports bullying will be supported.
- All new members of staff are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying as part of their induction.. They are required to read the School's policy as part of their induction. We use appropriate assemblies to explain the school policy on bullying. Our PSHE programme is structured to give students an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly RS, English and Drama, highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All staff are trained in the DfE Monitoring and Filtering Standards in line with KCSIE.
- All our students are encouraged to tell a member of staff at once if they know that bullying is taking place online. For youngest Junior School students there are signs encouraging them to report any incidents of bullying displayed around the building.
- All reported incidents are recorded on CPOMs and investigated at once. We always monitor reported incidents. Records of any incidents are kept securely passed on to the Deputy Head Pastoral in order that patterns of behaviour can be identified and monitored.
- We have an anonymous reporting tool to ensure that students feel able to report any incidents without fear of repercussions.
- We have a strong and experienced pastoral team of Form Tutors, Heads of Year, Assistant Heads of Year, Senior Tutors and other Pastoral staff including the Head of EDI who will deal with any incidents as an immediate priority and are always alert to possible signs of bullying.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and perpetrators.
- Our trained School Counsellors are an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to students who can refer themselves to them when they have social, emotional or behavioural concerns. On occasion, a member of our pastoral team may refer a student to them.
- Staff are always on duty at times when students are not in class and patrol the school site, including areas where bullying might occur. They are alert to inappropriate language or behaviour.

- Our Nurses' Department displays advice on where students can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline.
- We provide training to our Head Boy/Girl and their team of Senior Monitors, Monitors & House Captains which specifically covers the importance of offering support and assistance to younger and to vulnerable students.
- A group of younger students are trained to be anti-bullying ambassadors and are easily identifiable by badge.
- All members of the staff are aware that some children are more vulnerable to being bullied than others
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our students.
- We welcome feedback from parents/guardians on the effectiveness of our preventative measures.
- **Cyber-Bullying Preventative Measures**

In addition to the preventative measures described above, Bedford Modern School:

- Expects all students to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors students' use.
- Does not allow the use of mobile phones during the school day by students in Years 3-11.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issues all students with their own personal school email address.
- Offers guidance on the safe use of social networking sites and cyber-bullying in PSHE lessons, assemblies and through visiting speakers which covers: sharing personal information, sending of inappropriate pictures of oneself, legal repercussions of cyber-bullying and technical issues about traceability and logging of texts and emails.
- Allows students to connect their own devices to the school Wi-Fi network, which is also filtered and usage logged.
- Tells its students not to respond to abusive emails, text messages or telephone calls and advises them to keep copies of any offensive material.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- States that the use of cameras on mobile phones is not allowed without the express permission of any and every person that might appear in the resulting 'picture/video'. They must not be used in any way that might humiliate, demean or offend anyone.
- Students and/or parents/guardians who do not wish their photograph to be published may opt out.
- Unofficial photographing or recording of student images is not permitted.
- Keeps up a dialogue with parents/guardians about emerging technologies their child might be using via letters and publications.

- Ensures parents/guardians know what steps to take if they suspect their child is being cyber-bullied or is bullying someone else.

Procedures for Dealing with Reported Bullying

If an incident of bullying is reported, the following procedures are adopted:

• Senior School

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the students involved and reinforce that school take bullying very seriously.
- He/she will inform an appropriate member of the pastoral team as soon as possible.
- The alleged perpetrator together with all others who were involved, will be interviewed individually and records will be made of the account of events.
- A decision will be made about appropriate next steps in order to resolve the issue. These may involve
 - resolution meetings between students;
 - further investigations which lead to more serious sanctions;
 - a discussion by the Safeguarding Team.
- Once the next step is agreed, support will be offered to all involved and a monitoring review strategy put in place.
- If it is decided that the next step would be disciplinary proceedings, appropriate disciplinary sanctions will be applied with reference to the following documents – the Bedford Modern School Senior School Behaviour Policy (website), the Bedford Modern School Sanctions System (website & Student Organiser), the Online Safety Policy (website), the School Code of Conduct. Reasonable adjustments will be made where appropriate.
- Parents/guardians will be informed at an appropriate time and may be invited into school to discuss the matter. Their support should be sought.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Bedford Modern School to attempt to resolve such issues internally under the School's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.
- The School may exclude a student, either temporarily or permanently, in cases of severe and/or persistent bullying and in the event that the support put in place for the perpetrator does not result in the modification of behaviour to an acceptable level.
- The School will keep records of bullying so that trends can be identified and action taken if necessary.

• Junior School

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the students involved and reinforce that school take bullying very seriously.
- He/she will inform the Form Tutor as soon as possible.
- The Form Tutor will inform the Deputy Head (Pastoral) (Junior School) as soon as possible if deemed a serious incident.
- The alleged perpetrator, together with all others who were involved, will be interviewed individually and records will be made of the account of events.
- A decision will be made about appropriate next steps in order to resolve the issue. These may involve
 - resolution meetings between students;

- further investigations which lead to more serious sanctions;
- a discussion by the Safeguarding Team.
- Once the next step is agreed support will be offered to all involved and a monitoring review strategy put in place.
- If it is decided that the next step would be disciplinary proceedings appropriate disciplinary sanctions will be applied with reference to the following documents – the Bedford Modern Junior School Behaviour Policy, the Online Safety Policy, the School Code of Conduct, and the Junior School Behaviour Plan. Reasonable adjustments will be made where appropriate.
- Parents/guardians will be informed at an appropriate time and may be invited into school to discuss the matter. Their support should be sought.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Bedford Modern School to attempt to resolve such issues internally under the School’s own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.
- The School may exclude a student, either temporarily or permanently, in cases of severe and/or persistent bullying and in the event that the support put in place for the perpetrator does not result in the modification of behaviour to an acceptable level.
- The school will keep records of bullying so that trends can be identified and action taken if necessary.

Child on Child Abuse

In line with guidance from KCSIE, we recognise that ‘abuse is abuse’ and should never be passed off as ‘banter’ or ‘part of growing up.’ Bullying, victimisation, harassment and discrimination will not be tolerated. We treat all our students and their parents/guardians fairly and with consideration and we expect them to reciprocate towards each other, the staff and the wider community. All staff are expected to challenge abusive behaviour between peers, and this is included in induction training. Staff are reminded that even if there are no reports of child-on-child abuse it may still be taking place, and they should be alert to any possible cases. Staff are also made aware that it is more likely that girls will be victims and boys will be perpetrators but that all child-on-child abuse is unacceptable and will be taken seriously.

To minimise the risk of child-on-child abuse, we work hard to promote and teach tolerance and mutual respect through our PHSE Programme and RSE (Relationships and Sex Education) curriculum, anti-bullying strategy and our promotion of Fundamental British Values. The School’s Aims and Values are shared on a regular basis through assemblies, co-curricular activities and our house and student leadership systems as well as visual reminders around the school. We also commissioned an external audit to review our practice and are implementing actions directly related to the feedback. These include regular communication with key groups such as the Fawcett Society, a review of our CPOMS reporting systems, a review of places which are high risk for child-on-child abuse and a review of reporting mechanisms.

Students can report abuse through their form tutor or class teacher, Head of Year or through another trusted member of staff such as the School Nurses or the Wellbeing Team. They can use email, the anonymous online reporting tool, or they can drop an anonymous note into the box in the wellbeing room. Sixth Form monitors are trained in safeguarding and support in Common Rooms during break and lunchtime. Students are also educated in how to report abuse through national organisations such as thinkuknow, NSPCC or Childline.

However, we recognise that students are capable of abusing their peers. This abuse may take the form of:

- bullying (including cyberbullying, prejudiced based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals. (This could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child-on-child abuse will always be considered a safeguarding matter and staff will follow the guidance on specific issues as laid out in this policy and in the anti-bullying strategy. In all responses the school will endeavour to put the students' welfare at the centre of its response. All incidents of child-on-child abuse will be recorded on CPOMs and will be actioned by the Pastoral Team under the guidance of either the Deputy Head Pastoral and Student Progress (DSL), Deputy Head of the Junior School (DSL) or Head of Junior School (Deputy DSL). When dealing with incidents the senior member of staff will decide which school policies (e.g. Senior School Behaviour Policy) and/or government guidance (e.g. Sexual Harassment and Sexual Violence in Schools) apply. If there is a possibility that a crime may have been committed the School will take advice from the police or Bedford Borough Integrated Front Door on the investigation of such allegations and will take all the appropriate action to ensure the safety and welfare of all students involved including the student or students accused of abuse.

Where allegations of abuse or assault have been made against one or more student, the School will undertake a thorough risk-assessment of the situation and risk-based decision-making will be carried out with a view to ensuring the safety of all students involved. Both the victim and perpetrator will be provided with appropriate support. When child-on-child abuse has occurred, it may be appropriate to refer the students involved to Children's Social Care or Early Help. Where this happens, the school will inform the student involved and their parents/guardians unless to do so is likely to cause the student harm.

A student (or students) against whom an allegation of abuse has been made may be suspended from the School during the investigation. A student may also be removed from certain classes or sleeping arrangements rearranged if the alleged incident occurs on a school trip.

If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Local Safeguarding Partners, the student's parents/guardians are informed as soon as possible, and that the student is supported during the interview by an appropriate adult.

Data on child-on-child abuse will be reviewed regularly by the Safeguarding Team, Senior Leaders and Governors to spot any trends and take any necessary action to address issues and concerns.

Parents and Guardians

Working closely with parents and guardians is essential to the success of this strategy. Staff will always seek to work with parents and guardians to secure the wellbeing of any child who is a victim or a perpetrator of bullying.

Parents and guardians can support the School's strategy by:

- Encouraging their child to talk to someone if they think they are being bullied, it might be the parent or guardian but equally the child may feel more comfortable talking to a teacher or a trusted adult or even calling childline.
- As soon as possible share with school any concerns about bullying including any screenshots or details of specific incidents
- Making sure that their child knows how to report any online abuse and how to block any unwanted contact
- Being mindful of guidance with regards to age restrictions on online apps
- Familiarising themselves with this strategy and the School Behaviour policy so that they are clear on how the school manages any incidents.

Dealing with racist and/or any language or misbehaviour relating to the nine protected characteristics

• Principles

- It is important to note that an incident will be described as derogatory (e.g. racist/sexist/homophobic) if it is perceived to be derogatory by the victim or by any other person.
- All incidents (including online) should be reported. The Head of EDI will support staff where there is any question over the nature of a comment or incident.
- It is important to recognise that involvement in an incident does not automatically mean a person 'is a racist' for example.
- Every incident will be reviewed on a case-by-case basis and relevant circumstances will always be taken into consideration when discussing a consequence.
- Sanctions for this misbehaviour will be used as a deterrent and the likely starting point for deliberate use of derogatory language or misbehaviour relating to the nine protected characteristics³ will be a 2-hour detention when students will be given an opportunity to be educated on the importance of Equality, Diversity and Inclusion.
- Repetition of this misbehaviour or any serious offence relating to the nine protected characteristics is likely to be considered a Level 6 or Level 7 misbehaviour and could result in suspension or permanent exclusion.

• Response of staff

If a member of staff becomes aware of the use racist, sexist, homophobic or any derogatory language or misbehaviour which relates to the nine protected characteristics they must:

- Explain that it is unacceptable and can cause offence. Reference should always be made to the School's Values and Expectations Charter.
- Investigate where possible and record the details of the incident on CPOMs including any screenshots or relevant pictures and alert the Head of EDI, relevant pastoral and (if relevant) academic leader, SENDCO if appropriate and DSL.
- Parents and guardians will be informed at the point where the detail is most clear and where necessary will be invited to discuss the matter further. This may

³ Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation

include any necessary interventions or sanctions with academic or pastoral leaders.

- **Response of students**

- If a student becomes aware of the use racist, sexist, homophobic or any derogatory language or misbehaviour which relates to the nine protected characteristics they should:
- If possible, explain that it is unacceptable and can cause offence. Reference should always be made to the School's Values and Expectations Charter.
- Report the matter to the nearest member of staff, to a Sixth Form Monitor, to a trusted adult or online via the online reporting system or email. Pass on any relevant information such as screenshots.
- Seek support from trusted adults or Sixth Form monitors, tutor, teacher, wellbeing team or parents/guardians.

Students should not:

- Discuss the incidents with other students (on or offline) or share any information such as screenshots with other students.

If at any time staff or students feel that a matter is not being dealt with in line with the School Values or this policy then they should escalate this to their Head of Year, the Head of EDI or the Deputy Head Pastoral and Student Progress.

Complaints Procedure

Parents/guardians and students are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly.

Mrs J Goodacre
Deputy Head (Pastoral and Student Progress)

May 2026
Review Date May 2027

Appendix B

Discrimination, Victimisation and Harassment

Discrimination on grounds of race, sex, disability, religion or belief, or sexual orientation is illegal. However, for the school community, discrimination is also unacceptable on any of the other grounds referred to in this policy statement.

Failure to comply with the policy will be fully and promptly investigated using the appropriate procedures. There are four ways in which discrimination may occur:

1. Direct discrimination: This means treating someone less favourably than others would be treated in the same or similar circumstances on the grounds of race, sex etc.
2. Indirect discrimination: This means applying a requirement or condition which cannot be justified to all groups, but which has a disproportionately adverse effect on one group because the proportion of that group which can comply is smaller than the proportion of the group(s) which can comply with it.
3. Victimisation: This occurs when a person is treated less favourably than other persons would be treated because that person has undertaken a 'protected act' under the Equal Pay Act, Sex Discrimination Act, Race Relations Act or Employment Equality Regulations, for example, by bringing forward proceedings or giving evidence or information.
4. Harassment: Harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional. However, the key issue is not simply the intention of the offender but the impact of the behaviour on the person receiving it. Whatever the form, the school will provide support for any member of the school community who feels threatened or isolated because of such actions

School Rules

Conduct

All students will adhere to the BMS Expectations Charter. This includes when they are at school but also on their journey to and from school as well as on school trips, sports fixtures or at any other times when representing BMS.

All members of the school community will be polite and courteous to each other at all times. This includes holding doors open for visitors and each other and walking sensibly around the School.

Students are permitted to eat in 'designated eating areas' only; eating in classrooms and corridors is forbidden. Chewing gum is not allowed on the school site.

Possession or use of illegal drugs or other harmful substances is considered a very serious offence and renders the possessor liable to exclusion. Students are not permitted to carry items that could be used as weapons.

It is an offence to smoke, including e-cigarettes, on school premises or in public during school hours, when in school uniform or when engaged in any school activity or when identifiable as a member of the school.

No student may interfere with the property belonging to others. Borrowing without permission is regarded as stealing and is liable to the severest of consequences that may include exclusion.

Appearance

Students are required to wear their school uniform correctly and take pride in their personal appearance at all times. Variations from the agreed uniform list are not permitted. Students may wear a plain dark coat (colouring for road safety is permitted). Hoodies (including school sports or leavers' hoodies) are not to be worn as a replacement jumper or coat. Girls may wear a small, simple, single stud in each ear lobe. For health and safety reasons, no other jewellery should be worn and no other body piercings are permitted. Make-up is not allowed for Year 7 and 8 students. Make-up for Year 9 and upwards must be discrete. In extreme weather, adjustments may be made to the uniform at the discretion of the Head.

Hair styles must be such that they can easily be kept neat and are not ostentatious. Short hair should not be excessively short, no shorter than grade two, or have extreme difference in length between the sides and the top (including shave lines). Facial hair is not permitted. Religious considerations are accepted, but a letter of explanation must be sent to the Head.

Safety

Students may come to school on bicycles only if they ride safely. Bicycles must not be ridden on school premises or within the gates of the school field. For added security, students must use the bicycle racks which can be found in a variety of locations. The use of helmets when cycling is strongly advised. The School cannot accept responsibility for any bicycles or vehicles parked on school premises. Pillion passengers should not be carried on cycles, motorcycles or motor scooters. Cars may not be parked on school premises or at the school field/King Room without permission from a senior member of staff.

Students who travel to school via public or private coaches are expected to behave safely and appropriately at all times, following both the BMS Expectations Charter and the individual bus companies' Codes of Conduct where appropriate.

No student may leave the school grounds during the school day unless permission (leave of absence) has been obtained by their Head of Year/School Nurse and they have signed out at Reception. Students are not permitted to leave the school site after 4pm and then return to the School (e.g. having visited the shops) unless in exceptional circumstances, and with the express permission of a member of staff.

Mobile Phones and other electronic items:

It is advised that electronic items including, but not limited to, mobile phones and smart watches and valuable items should not be brought into school. Personal electronic devices should only be used outside the school premises. If any of these devices are brought into school, BMS accepts no responsibility for loss or theft.

Mobile phones or similar devices are not allowed to be used around the school site by students. Guidance is also provided to members of staff and sixth form students about their use of mobile phones. Mobile phones should only be used in areas limited to sixth form only or when specific permission has been provided by a member of staff. Staff members should continue to use their mobile devices with caution and in appropriate spaces in line with the Staff Code of Conduct.

Students in Years 7 to 11 may bring a phone to school with parental permission but it must be switched off and kept out of sight when on school grounds unless there are exceptional circumstances and by prior arrangement with a member of staff. In these circumstances, a time and place will be agreed for a phone call or text. Any urgent message to or from parents/guardians should go via the School Reception or the School Office. Students may be allowed to carry mobile phones on trips and fixtures, but their use, if any, will be agreed in advance and communicated by the relevant member of staff.

Mobile phone use in Year 11: During examination periods, there will be special dispensation given to students in Year 11 where appropriate and as agreed with their Head of Year in consultation with the Assistant Head Years 9-11 or Deputy Head Pastoral.

Sixth Form students may use their devices when in the Oakley Room, Wilden Room and Café area (but not during Breakfast Club or the school lunch period). They may also use them in lessons when explicitly directed by a member of staff.

No-one should walk around the school or over the crossing/bridge wearing headphones; they may only be worn in school when express permission has been given by a member of staff in exceptional circumstances.

Responsibility

All breakage or damage to school property must be reported at once and may be payable at the student's expense.

The School should be informed at the beginning of each term by a letter to the Form Tutor of any outside employment undertaken by a student.

Games

Games are compulsory for all students unless excused for health reasons. Students are expected to arrive and depart from school in their school uniform unless otherwise advised by the Director of Sport.

The School expects all students to make themselves available for sports fixtures and to follow the guidelines regarding appearance and conduct when representing the School both home and away. Failure to do so may result in a disciplinary sanction. On rare occasions when there is a significant clash (such as a family wedding), requests should be made in advance to the Head in writing. The Head requires at least 2 weeks' notice.

BMS Expectations Charter

We should:

Be independent

- Check Teams and our school email daily
- Learn from our mistakes
- Take control of our own learning through pro-activity and reflection
- Ask questions when we require clarification
- Give 24 hours' notice if we are to miss an activity or lesson or part thereof
- Catch on missed work without being reminded

Be ambitious

- Be positive about what we, and others, can achieve
- Be enthusiastic learners and do everything to the best of our ability
- Spend focused time on our work, present it well and take pride in it
- Participate in all discussions and activities and not hang back
- Aim high through knowing our strengths and weaknesses
- Tackle difficult problems and activities
- Take risks, go outside our comfort zone and not be afraid to 'fail'
- Take pride in the recognition of our success/es
- Involve ourselves in all the opportunities available to us

Be considerate

- Be honest and co-operative in our dealings with others
- Move around the School site in a calm and orderly way
- Show respect and tolerance for each other's views and ideas
- Treat everyone as we would like to be treated
- Listen carefully when others are talking
- Help, encourage and praise others
- Respect both the School environment and all the equipment in it
- Wear our uniform with pride in school and outside

Be prepared

- Arrive punctually to every activity
- Be 'Equipped to Learn' for every lesson
- Submit and return all work punctually

Drugs Policy, Practice & Procedure

Guidelines for Students and Parents

The overall aim of this Drugs Education Policy is to present a broad drugs education programme which will raise the students' and parents' awareness of the significance and impact of taking drugs, or the abuse of otherwise legal products (e.g. lighter fuel, aerosols etc.).

Medicines

Some drugs are of course medicines prescribed by a doctor, or over the counter medicines given to students by their parents. The use of these is covered by the School's Medicines policy which should be read in conjunction with this policy.

Illegal Drugs

Under the Misuses of Drugs Act 1971, it is illegal to possess or supply a drug covered by the Act, unless authorised (e.g. possessing drugs prescribed for personal medical use). Solvents are dangerous substances as well. Under the Intoxicating Substances (Supply) Act 1965, it is illegal for anyone to supply or offer to supply a substance if they know or believe that the substance being supplied will be used by a person under 18 for the purpose of intoxication. Additionally, the Psychoactive Substances Act 2016 makes supplying such substances illegal and therefore we will treat the possession and use of such substances with the same degree of seriousness as would be applied to a class A, B or C controlled substance. Wherever this policy refers to illegal drugs, this term includes both illegal drugs and psychoactive substances. At Bedford Modern School we resolutely oppose the use of all such substances. Therefore, any student who renders themselves unfit to be in School through the consumption or use of such a substance can expect the consequences to be serious.

Any student involved in the use of illegal drugs when they are under the School's authority, is subject to this Policy. Being under the School's authority means:

- Throughout the School day, whether on or off the premises
- Whenever they are involved in any activity organised by the School
- Whenever they are identifiable as a member of the School

If a student brings illegal drugs onto School premises, or is found to be responsible for any of the normal functions of the School being affected by the use of illegal drugs, exclusion of a temporary or permanent nature may result.

The sale or passing on of illegal drugs will almost certainly lead to permanent exclusion.

Implementation of the policy will enable students to make healthy, informed choices by increasing knowledge and challenging attitudes. It will warn of the dangerous effects of taking harmful substances, placed alongside the beneficial effects of medically prescribed drugs.

Drugs Education Programme

With the help of visiting speakers, videos, and our own nursing staff, the PSHE programme which is in place throughout a student's school career at Bedford Modern will address matters such as:

- Information on drugs and their effects, including the media and advertising

- The law and drugs
- Peer pressure and decision making
- Advice, guidance and support on the problems of drug abuse (internally and externally)
- Attitude and beliefs about drugs and drug users

Procedure and Legal Considerations for Management of Drug Related Incidents:

This section may be read in conjunction with the Department for Education document "Searching, screening and confiscation" dated July 2022.

1. Schools have "in loco parentis" responsibilities to individual students and the whole school community.
2. The School will consider if the student is at risk of significant harm and if there are any Child Protection issues. If there are, further advice will be sought.
3. School staff can search a student for any item with their consent.
4. **Headteachers and staff authorised by them have the statutory power to search students or their possessions without consent where they have reasonable grounds for suspecting that the student may have a prohibited item.**
5. School staff can seize any prohibited item found as a result of a search. Any illegal items will be passed directly to the police in line with the Guidance.
6. When a drugs investigation takes place, the Head is informed and a decision will be made as to whether the parents are informed at this stage or later.
7. Drugs, alcohol, tobacco or solvents found in School should be taken and stored securely in a designated storage area.
8. The Head may consult the police about possible legal considerations.

Pastoral Considerations

The School will decide on its response and taking into account the circumstances, decide if a disciplinary and/or counselling approach is required in consultation with the parents/guardians.

Testing for Substance Misuse

1. All schools must appreciate they will have a number of illegal drug users amongst their students. No school is immune;
2. Drugs testing is viewed as a useful tool in our drugs education programme;
3. It is incumbent upon the School to ensure that students feel we have an effective and easily used tool for detecting drug use;
4. Testing will be carried out only where there is cause to suspect the misuse of drugs. Bedford Modern School has introduced a rapid, one step screening test for detection of multiple drugs in urine. This is a screening device only and would be used initially if we had reason to suspect a student of drug misuse. Detection by screening would not in itself lead to disciplinary action. If a positive result were obtained, then further samples of urine may be taken from the student and sent to a laboratory for analysis.

Bedford Modern School expects that parents will approve of this measure and that we can assume their consent for its use.

If parents do not wish to give their consent for its use they should write in the first instance to the Head.

Parents are reminded that whilst our rules state clearly that a student found in possession or using drugs may be asked to leave the School, this policy about drugs allows for the possibility of a student returning to school after a period of suspension ***on condition that they agree to random testing.***

Tobacco and all smoking substitutes

Smoking is the single most preventable cause of premature death and ill-health in our society. The School policy on smoking aims to give students the message that the habit creates health problems for smokers and non-smokers alike, that non-smoking represents the norm in society and that it receives support from the School and staff. It is an offence for children under 18 years to be sold tobacco products. In addition, the School will not accept the use of vaping or the use of other nicotine based products.

Bedford Modern School is a non-smoking site.

Aims:

- to ensure that smoking is not tolerated at the School
- to educate students as to the immediate dangers of smoking
- to encourage those students who do smoke to break free from the habit

Smoking, or being in possession of cigarettes or tobacco or vaping products, is prohibited when a student is under the School's authority. The School's policy on drugs above defines when a student is under the School's authority.

Students found smoking or in possession of cigarettes, tobacco, vaping or nicotine products can expect their parents to be informed and an appropriate punishment administered. Subsequent offences may result in suspension. For a persistent offender, the Head reserves the right to review the student's membership of the School community.

Alcohol

Alcohol is a depressant drug, particularly when taken in large quantities. Even at low levels, the potential for serious accidents rises. The Licensing Act 2003 makes it generally illegal for alcohol to be sold to or purchased by anyone under the age of 18. Students found in possession, using, or under the influence of alcohol whilst under the authority of the School (as outlined in the policy on drugs) can expect to be suspended.

Sixth form students attending School functions on-site at which alcohol is available may consume such alcohol in accordance with the terms of the Premises Licence and under the strict supervision of staff.

**Mr A Whomsley
Senior Deputy Head**

**May 2026
Review Date May 2027**


BMS Rewards System (Years 7-11)

This system is cumulative and runs throughout Years 7-11.

The key building block for the Reward System at BMS is the Eagle Point. These are awarded when the student exceeds our expectation in one of the following areas: Academic, Citizenship, Co-curricular and House.

The specific criteria used to determine whether an Eagle Point should be given for one of these four areas are listed below. However please note that for some key co-curricular activities such as sports teams, major drama productions and concerts, participation in itself is deemed a reward, and thus Eagle Points will not be awarded in these circumstances.

Students can keep track of their progress via the student portal.

Level of Reward	Form of Reward		
	1	Eagle Point	1 Eagle Point
	2	Tutor Letter	10 Eagle Points
	3	Bronze Half Eagle (Badge & Head of Year Letter)	25 Eagle Points
	4	Bronze Full Eagle (Badge & Head's Certificate)	50 Eagle Points
	5	Silver Half Eagle (Badge & Head's Certificate)	75 Eagle Points
	6	Silver Full Eagle (Badge & Head's Certificate)	100 Eagle Points
	7	Gold Half Eagle (Badge & Head's Certificate)	125 Eagle Points
	8	Gold Full Eagle (Badge & Head's Certificate)	150 Eagle Points

Criteria for the Award of Eagle Points:

Academic:

Departments will have their own subject specific criteria in line with the general principles below.

Attainment:

- Excellent performance in a test or exam (e.g. GCSE Grade 9 equivalent or 2 grades above indicator grade)
- 3 top grades within a half term
- An outstanding piece of work for a student at that level

Effort:

- Consistently high effort (to be reviewed every half term)
- Progress e.g. improving overall attainment through increased effort
- A single piece of work which has clearly taken a level of effort beyond expectation for a student at that level.

Citizenship:

- Well-kept organisers
- Serving as form captain/student council rep/charities rep/guide for Open Day or other occasion
- Welcoming and supporting new students
- Tidying common rooms/locker areas
- Working as Front of House/Stage Management/Wardrobe for school productions and concerts
- Contribution to assembly
- Helping with Senior Citizen Party/raising money for others/community spirit
- Work on the Eagle Magazine
- Spontaneous acts of kindness/public spiritedness

Co-Curricular:

Co-Curricular Eagle Points can be awarded to students who are involved with co-curricular sport, music, performance arts and other activities such as Duke of Edinburgh. They should be given for something over and above simply attending the activity regularly e.g. outstanding effort in a music rehearsal.


House:

House Eagle Points should cover:

- Participation (Regular participation and not just for attending an event)
- Performance (reading reports or at events)
- Effort
- Success
- Teamwork
- Leadership
- Commitment

Sanction System (Senior School)

(Years 3-6: refer to Junior School Behaviour Plan)

Level of Sanction	Academic	Non-Academic	
	1	Teacher sanction (record kept)	Teacher sanction (record kept)
	2	Subject Detention (Lunchtime = 30 minutes)	Head of Year Detention (Lunchtime = 30 minutes)
	3	After School Detention (1 hour)	After School Detention (1 hour)
	4	Senior Management Team Detention and Interview	
	5	Senior Deputy Head's Interview	
	6	Suspension	
	7	Permanent Exclusion	

- **Level 1:** Supervised by teacher/tutor – record kept (Maximum 15 minutes at break time).
- **Level 2:** Head of Subject/Head of Year Detention (lunchtime – 30 minutes) – recorded centrally by Head of Subject/Head of Year, supervised by Faculty member/Head of Year. Assistant Heads, Head of Year, Tutor. **Student and parent informed.**
- **Level 3:** After School Detention (1 hour) – recorded centrally and letter sent to parents. Tutor/Head of Year/Assistant Head informed.
- **Level 4:** Senior Management Team Detention and interview (2 hours) – letter sent to parents. On the second occasion a contract will be drawn up and agreed by student, parents and the School. Tutor/Head of Year informed.
- **Level 5:** Senior Deputy Head's interview – will automatically generate a Leadership Detention and a letter home to parents warning of the consequences of any further similar behaviour – in some circumstances this interview could lead to suspension or permanent exclusion.
- **Level 6:** Suspension – between 1 and 5 days. This will be determined by the Head in consultation with his Deputies.
- **Level 7:** Permanent Exclusion. Decision taken by the Head.

Escalation over the course of an Academic Year

- Repetition of any sanction could lead to a sanction at the next level. A contract may be drawn up if the student receives a second Senior Management Team detention addressing the problems that seem to be prevalent in the behaviour/attitude of the student.
- Work will be set for completion during detentions by the appropriate member of staff.

- NOTE - a student can be given any of the sanctions mentioned above immediately, if the offence warrants that particular punishment, WITHOUT going through the lower level sanctions.
- If a student fails to attend a detention of any description without a very good reason, they can expect the punishment to automatically escalate to the next level.

Student Account

Name: _____

Day, date and time of incident
Where did it take place?
Who else was there or was involved?
What happened? (Please continue on the other side if you want to)
How did you feel about what happened?
Is there anything else you think we should know?

Signed: _____

Date: _____

What happened (continued)

For students

Please try and give as many details as you can to help us sort out this incident. The information will be treated very carefully and whoever has asked you to write it will explain exactly how they will use it and how it will be stored if necessary.

Instructions for staff

You can fill this in for the student involved but please make sure it is signed and dated.

Please record in this box which member of staff has taken the account and subsequent action. Please then upload to CPOMS alerting the correct staff. Level 2: HOS/HOY; Level 3: HOF/HOY/Assistant Head. Level 4: Assistant Head/Deputy Head (A and P). Level 5 and above: Deputy Head (P) /Senior Deputy Head

Online safety Child to Child Incident Form

Name: _____

Day, date and time and place you became aware of the online incident
What online/social media platforms were involved?
Who is involved? Please also add any user names that are different to actual names?
Who else has seen this? Are they part of a chat or has someone shown them? Are any adults aware of this?
What happened? (Please continue on the other side if you want to and if you have screenshots it is very important to send them to the member of staff who is asking you to complete the form)
How did you feel about what happened?
Is there anything else you think we should know?

Signed _____

Date _____

What happened (continued)

For staff

Please try and give as many details as you can to help us sort out this incident. The information will be treated very carefully and whoever has asked you to write it will explain exactly how they will use it and how it will be stored if necessary.

Instructions for staff

You can fill this in for the student involved but please make sure it is signed and dated.

Please record in this box which member of staff has taken the account and subsequent action. Please then upload to CPOMS alerting the correct staff. Level 2: HOS/HOY; Level 3: HOF/HOY/Assistant Head. Level 4: Assistant Head/Deputy Head (A and P). Level 5 and above: Deputy Head (P) /Senior Deputy Head

Investigation Overview

Staff:	Date of incident:	Date of Conclusions:
Reason:	Accounts and evidence collated:	
<p><u>Conclusions:</u></p> <p>Who: Where: When: What: Why:</p> <p>Summary of findings</p> <p><u>Staff involved conclusion and recommendations for consequence, sanction interventions:</u></p>		
<u>Parent/Guardian viewpoint if appropriate:</u>		
Signed:	Passed to:	Date
Parents/Guardians contacted:	CPOMS:	