

# Bedford High School

A specialist Business and Enterprise College

To Care To Learn To Achieve



## Behaviour and Rewards Policy

<b>School Address</b>	Manchester Road Leigh WN7 2LU
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### Document control

Version	3.0
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Current author	Bridget Moss
Governing Committee	Curriculum
Electronic copies of this plan are available from	FROG VLN
Hard copies of this plan are available from	School Business and Finance Manager / Headteacher's PA & Senior Administrator
Public sector equality duty guidance considered	Yes

### Changes History

Version	Date	Description	Changes
3.0	September 2014	Policy reviewed and updated	Full policy

## **1.0 Our Vision**

Our school is a happy harmonious learning community where staff and students feel safe and secure. School life is characterised by a calm, businesslike environment underpinned by relationships built upon mutual respect. Our expectation is that all students and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning.

The school and the governors will promote standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others.

All parents of Year 7 students are expected to sign a home-school agreement at the start of each year. If a student joins the school part-way through a year, parents will sign it at their entry meeting. The home-school agreement can be found in the back of the school planner and provides the cornerstone to the partnership.

This policy addresses behaviour at Bedford High School. For emotional health and well-being, please refer to the EHWP policy.

### **All students will:**

Uphold the student promise (see Appendix A)

- Treat other young people and adults with respect
- Speak politely to other people
- Have respect for all
- Aim for 100% attendance and punctuality
- Take care of all school equipment and buildings
- Carry the corridor card and take pride in their behaviour around school
- Developing good learning behaviours

## **2.0 Learn to Behave**

The school aims to provide a safe, secure, supportive environment where students can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour.

### **2.1 To encourage this, all staff will:**

Uphold the teacher promise (see Appendix A)

- Have high expectations.
- Model exemplary behaviour
- Treat all children and adults with respect
- Build student confidence and self-esteem through positive reinforcement
- Avoid using critical or sarcastic language
- Recognise student achievements and keep parents informed about success, efforts and achievements
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour

### **2.2 We will not accept the following behaviour:**

- Disrupting the learning of others
- Rudeness, defiance or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Racist, sexist or homophobic comments
- Vandalism
- Smoking
- Selling on school site

## **3.0 Rewards**

For every sanction issued there should be at least 9 rewards. Praise and reward will be used to motivate students and should be used more frequently than negative consequences. Doing so builds up a culture of achievement and

success. Rewards range from teacher praise to more tangible rewards and are given using the professional judgment of staff. All staff are encouraged to reward good behaviour using an appropriate reward. Pastoral Managers will adapt rewards to encourage specific positive behaviours as appropriate. SIMS points are awarded for good work in class, academic progress and contribution to the school community. Vouchers and certificates are awarded to students gaining 50,100, 150 or 200 points in KS3. Points may be exchanged for items from the online SIMS shop, such as shopping and iTunes vouchers, sports equipment, stationary and food items from the bistro. Below is a suggested reward outcome linked to specific behaviour, This is intended as a guide to encourage consistency but is not an exhaustive list:

Behaviour	Reward
Excellent homework Good effort Excellent classwork Excellent attitude Good progress Planner signed and well used 100% attendance and no lates Excellent uniform Attended an extra-curricular activity	SIMS reward point
Consistent excellent work	Curriculum postcard
Excellent attitude out of lessons around school	Standards card signed
Excellent attitude on a school trip/visit	Standards card signed/call home
Standards card completed	5 SIMS points
Excellent improved attendance	RAG/assembly mention/prize draw/bistro rewards (refer to attendance policy for more info)

- Praise postcards are posted home by staff to congratulate students for their academic work or for their contribution to the school community.
- Phone calls home are made by staff to alert parents of student success.
- Pastoral Managers issue certificates, postcards, pizza passes etc. for 'going the extra mile'.
- Certificates are awarded by Pastoral Managers for 'going the extra mile' and by the attendance officer for good or improved attendance.
- A weekly attendance reward-giving is held at KS3 and 4. Students in the winning form are rewarded on a weekly basis, and three attendance weeks per year celebrate good attendance. Forms hitting 100% attendance are rewarded with extra bistro time and food items.
- Students carry standards cards, which offer rewards for good behaviour around the school environment, outside of lessons. A complete standards card (3 acts of good behaviour) credits the student with 5 SIMS points.
- Once a year, the year group congregates for a special celebration assembly to reward students for their hard work all year round.
- Students who show an excellent attitude to school life can be rewarded with the role of Enterprise Leader in Year 11.

#### 4.0 Sanctions

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property and search coats, bags etc. It is good practice to do this with the support of a chaperone.

#### 4.1 Consequences for poor behaviour - what the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The pastoral team will be consulted regarding sanctions for SEN students and vulnerable students and – particularly for more serious breaches of the school code. Staff must use the full range of teaching strategies before resorting to sanctions. If there are any instances of inappropriate behaviour, students will always be warned about the consequences of their choices to either continue or take an alternative course of action. This will allow students to make an informed choice.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Bedford High School uses the Sims to log behaviour. A detail of sanctions and ranking is on Appendix D. Staff are expected to log within 24 hours of an incident and if intervention from the pastoral team is required, it would be expected that this would be initiated within 24 hours of the log.

## **4.2 Sanctions which may be given by any member of Bedford High School staff:**

### **Bedford Classroom Practice**

1. First warning to a student in a classroom that they need to improve their behaviour is to write their name on the board.
2. A second warning results in a tick next to the name, with the student being asked to move seat.
3. A third results in a tick next to the name and the student being 'buddied out' to the buddy room and a detention issued.

**Students should be encouraged to 'work off' their ticks with good behaviour.**

Once a detention is set, the following procedure is operated:

#### **Learning Stage 1**

When a student breaks a rule, eg. not completing homework, failure to complete required tasks set in class or leaving lesson without permission

You should give out a suitable sanction for such breach of the school rules; by doing this you are ensuring that the student knows that YOU will not accept that behaviour.

Keep a record of the intervention used.

Should the intervention prove unsuccessful in preventing a student from repeatedly breaking school rules, you should use a range of interventions to address the problem.

You should use a minimum of 3 intervention strategies before referring to Stage 2.

### **Learning Stage 2**

When a student repeatedly breaks rules lesson after lesson and your behaviour strategies are having little impact.

At this stage you should refer to your head of department (or Pastoral Manager if the issue is within form time) detailing the strategies you have implemented (including dates of when the actions were taken). The head of department will then implement department intervention strategies to address the problem.

Again, this should result in further sanctions, faculty report, a parent meeting etc and the subject teacher should be involved in the process.

The head of department should have used a minimum of 3 intervention strategies before moving to Stage 3.

### **Learning Stage 3**

Continued issues with students in the same class/several classes.

The head of department should refer the issue to the appropriate Pastoral Manager, detailing what strategies they have implemented (including dates of when action has been taken). The Pastoral Manager will then implement intervention strategies to address the problem.

The Pastoral Manager will work with the PGO to investigate other subject areas for further concerns. Parents will be contacted and concerns discussed. The student will be placed on PGO report.

The Pastoral Manager should have used a minimum of 3 intervention strategies before the problem is referred to SLT.

### **Learning Stage 4a – Immediate problems**

Major issues needing immediate action (see duty officer).

PGO called for. An appropriate sanction will be applied by the pastoral team to match the behaviour.

### **Learning Stage 4b – Escalated problems**

The Pastoral Manager should refer the student on to SLT explaining what strategies they have implemented (including dates of action taken).

SLT will apply an appropriate sanction to match the behaviour.

### **Confiscation**

Mobile phones, iPods, MP3 players and earphones should not be seen, heard or their use suspected in school. Students are discouraged from bringing expensive equipment to school but if they do bring it in then school is not liable for loss or damage, and it must be switched off and kept in bags. If any of these items are seen by a member of staff they will be confiscated and passed a pupil guidance officer to be returned at the end of the school day if a first offence. Parents will need to come into school to collect equipment if it is confiscated for a second or subsequent time.

### **Uniform**

Form tutors will check uniform at the start of the day. Twice per week SLT will conduct inspections of their linked year groups. Students not in uniform will have their parents contacted. Parents will be asked to bring the missing item to school or authorize their child to return home to collect it. Where parents cannot be contacted then it may be possible for students to borrow the item of uniform from the school. Failure to be in full school uniform can result in students being placed in isolation (i.e. working away from their peers in an alternative supervised area for lessons, break and lunchtime).

### **The Buddy System**

All faculties and departments operate a buddy system, in order that a disruptive student can be sent to a named classroom to 'cool down' and continue work. Heads of faculty are responsible for ensuring this buddy system is publicised, kept up to date and is used when needed. If the buddy system is used, the student may still need to do a detention with the class teacher after the event if the work has not been completed and the issue has not been resolved.

### **Monitoring**

Students may be placed on report to their form tutor, PGO, Pastoral Manager, assistant headteacher or deputy headteacher where student behaviour or work ethic has been a cause for concern over a period of time. When this happens teachers will write a comment either on a report card or on an electronic record and this will be checked by the appropriate person at the end of each day. Parents will be asked to sign this daily. See Appendix E for more information on different types of reporting.

### **Community Service**

Any member of school staff may issue a 'community service' type sanction, though the Pastoral Manager should be consulted with first. This kind of sanction may consist of litter picking, tidying classrooms, gardening etc. This kind of sanction is most appropriate for instances of damage to school site, smoking in school or a disregard for the

environment, to provide the student with a chance to put right the undesirable behaviour. Community service is arranged between Pastoral Manager and our school-based police officer.

### **Detentions**

Detentions are often issued by staff as a sanction to a behaviour that has been deemed unacceptable. Staff may issue a detention without 24 hours notice but will always ensure that parents are aware their child is being detained. If a student is to be detained longer than 10 minutes at the end of the school day, then parents will be contacted by phone. Detentions will be given for lack of work, poor behaviour, lack of co-operation with staff, lack of work etc. If a student is late to school in the morning, without good reason, they will be placed on lunchtime detention that day.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break; and
- non-teaching days – usually referred to as 'INSET days'.

Other points to note:

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent and it will not prevent the detention taking place.

Every year group and every curriculum area has an SLT link, and students should be made aware of who this is. SLT links should ensure they are high profile in the year group/curriculum area and conduct walk rounds and drop-ins to support learning and behaviour.

***The outcome of any sanction should include restoring the relationship between the teacher and the student.***

### **4.3 Duty Officer Referral**

If a student is disrupting the learning of others then the PGO will be called. The PGO may need to refer to the duty officer (a senior member of school staff) who will be on patrol at the time. The student will be removed from the lesson and work either in another classroom or with the duty officer. An appropriate sanction should also be applied.

### **4.4 Inclusion**

Inclusion is reserved for students who commit a severe breach of the code of conduct or for persistent refusal to co-operate. It is used only as an alternative to exclusion and students are booked in advance (see Appendix C) with a set of learning objective agreed. Students spend the whole day (including break and lunch time) in a room with a member of staff and have to complete independent work. Parents will be informed of the isolation and will need to attend a meeting with the SLT year link to discuss the incident. The student will have to request to return to mainstream school at this meeting.

### **4.5 ABC (Acceptable Behaviour Contract), IBP (Individual Behaviour Plan) and PSP (Pastoral Support Plan)**

If a student reaches 3 or more inclusions in any year, an ABC, which imposes a 2 week-only monitoring period, is triggered. The contract is set up with parents and focuses on a benchmark of expectation. The ABC is not personalised, but a set of 6 rules that all students are expected to follow. During the two week period, student and Pastoral Manager must meet to review progress towards meeting these targets. At the end of the period, the student comes off the ABC and is either praised or escalates to the next stage, IBP. Failed IBP results in a respite placement (see below) and PSP.

### **4.6 Fixed-Term Exclusion**

Fixed-term exclusion means that the student is kept at home for one or more days. Parents will be telephoned and given a full explanation as to why the exclusion has been put in place. Parents will be expected to come into school and agree targets with the school and student at a return to school meeting with either the deputy headteacher or

assistant head responsible for behaviour. Examples of the types of behaviour which could result in a fixed term exclusion are: physical violence towards another student, racial, sexual or homophobic harassment, persistent bullying, theft, graffiti or property damage, swearing at or being abusive towards a member of staff, persistent disruptive behaviour. Excluded students will be given work to complete at home when the exclusion is for five days or less. The work will be marked when the student returns to school.

#### **4.7 Respite Placements and Supported Transfer**

This is Wigan policy and a formal step in a concerted process for dealing with discipline offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. The student will have been given an Individual Behaviour Plan (IBP), a respite placement at another school and Pastoral Support Plan (PSP) which will have been carefully monitored with appropriate targets set.

A respite placement is used, post IBP, as a 'cooling off' to support the student reflecting on staying at their 'home school'. It may last up to 6 weeks, and may take place at another school, or at the school's internal support centre, then the student returns on a PSP. Failed PSP results in a supported transfer. The supported transfer results in the student moving from Bedford and subsequent support for behaviour being placed in the hands of another school or pupil referral unit. Once the supported transfer process has started, the student will not return to school.

#### **4.8 Permanent Exclusion**

The decision to exclude a student permanently is a serious one. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. If the student is in KS4, the possibility of a placement on Bedford's Alternative Curriculum will be addressed. In this unit, students will be removed from mainstream school and still complete GCSE's in a smaller group setting. This is only used where there are exceptional circumstances and it is not appropriate to implement other strategies to deal with a first or 'one off' offence. These might include: serious actual or threatened violence against another student or a member of staff, carrying a weapon, supplying or being in possession of an illegal drug or alcohol, arson.

#### **4.9 Investigating Incidents**

Any member of the pastoral team or SLT may investigate an incident, but the correct incident investigation form must be used (see Appendix B). The investigation should canvas statements from the involved parties, witnesses and if necessary staff. Statements must be passed to the Pastoral Manager or SLT for decision following an investigation.

#### **5.0 Searching for prohibited items**

If a member of staff suspects that a student is in possession of a prohibited object the student may be searched, in the company of a chaperone or witness. This search should be conducted by the Headteacher or a member of staff authorised by the Headteacher (usually SLT, PGO or Pastoral Manager). This search will be conducted by a member of staff of the same gender as the student and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from the student. If consent is refused, the student will be asked to give a reason for the refusal and this will be recorded. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as 'prohibited items') the student may be searched without their consent. When being searched, students cannot be required to remove any clothing other than 'outer clothing' such as a coat or blazer. Searching a student's possessions includes searching a student's goods over which they have or appear to have control such as their school bag. Searches will be conducted in such a manner as to minimise embarrassment or distress.

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. It is not necessary to inform parents before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual student's parents will be contacted when what is found constitutes a significant breach of the school code of conduct and especially where a 'prohibited item' is found.

#### **5.1 Data Analysis**

Behaviour data is collated and analysed, in detail, on a regular basis by SLT and Pastoral Managers. This data is used to identify trends and issues for year groups, specific groupings of students and the whole school. SLT and Pastoral Managers use the analysis to adjust behaviour management strategies within the school in order to support students and staff in improving behaviour. Staff may use behaviour incident data for the following reasons:

- To provide them with information about a specific incident.
- To consider a student's overall behaviour in preparation for the parents' evening.
- For meetings with parents to discuss persistent issues with student behaviour.
- For meetings when a student's behaviour involves external intervention.
- For carrying out analysis of behaviour for a year group or the whole school.

#### **5.2 Reasonable Force and Restraint**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

### **5.3 The role of the School-Based Police Officer**

The role of the SBPC is set out in the police SLA and regularly reviewed by SLT line management in school. The school may request that SBPC set up a Good Behaviour Agreement with students who are perceived to be on the 'edge' of petty or serious crime. A GBA is set up in conjunction with the police and runs for an agreed period of time with clear targets.

### **5.4 Beyond the School Gate**

Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable". When non-criminal bad behaviour or bullying is witnessed and reported by staff or a member of the public while the student(s) are off the school premises, it should be dealt with by the deputy head and passed to the pastoral team for an appropriate sanction. If necessary, statements or interviews with members of the public will take place.

Staff may discipline student for misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

## **Appendix A**

### **The student promise**

1. I arrive in plenty of time and enter the classroom respectfully and greet my teacher and say hello.
2. I take out my planner and all equipment needed for the lesson.
3. I show the teacher that I want to learn: dress smartly, sit up straight and follow instructions.
4. I take pride in my work, take pride in good presentation and try my best.
5. I drink water to stay alert.
6. I respect my fellow students and listen to my teacher as well as others.
7. I get involved in the lesson at all times.
8. I show excellent manners to my teacher and others.
9. I respect my learning environment and leave the classroom tidy.
10. I leave the classroom in an orderly manner – say goodbye to the teacher.
11. I don't smoke on school site.
12. I help safeguard others by not using my mobile phone unless directed to by a teacher.

### **The teacher promise**

1. I organise all of my teaching resources in advance.
2. I am punctual to lessons.
3. I greet my class at the door with a smile.
4. I prepare a seating plan and it is adhered to every lesson.
5. I ask students to make their planners and pencil case visible on the desk.
6. I prepare learning tasks for students when they enter the classroom and make sure that objectives are on the board.
7. I take a register at the start of the lesson.
8. I run an orderly lesson and don't allow students to shout out.
9. I plan out social dynamics for group and paired work.
10. I have clear and consistent boundaries with sanctions that follow the school behaviour policy.
11. I keep the learning environment suitable for my students and for the next class to use the room.
12. I ask students to stand behind their chairs and check their uniforms at the beginnings and ends of lessons.
13. I recognise student achievements and keep parents informed about success, efforts and achievements

# Incident Investigation Form



Print Name.....

Form.....

Date of

Incident.....Lesson/Time.....

Location.....

.....

Who was Involved

Describe what exactly happened (the facts & the cause)

What did you do? Were you just a witness? How were you involved?

Other witnesses/people who could help?

Other comments/Views/What should happen next?

Signed.....Supervised/Interview

by.....Date.....

Action Taken by Supervising staff?

Signed.....



## Appendix C

### Inclusion booking form

Name of student \_\_\_\_\_ Year \_\_\_\_\_

Today's Date \_\_\_\_\_ Date of SIMS log \_\_\_\_\_

Information on the incident that has led to this inclusion placement: please attach SIMS log.

Date(s) of Inclusion placement: Day 1 \_\_\_\_\_ Day 2 \_\_\_\_\_

Day 3 \_\_\_\_\_ Day 4 \_\_\_\_\_

Day 5 \_\_\_\_\_

Learning Objectives:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Activities recommended that the student complete:

Restorative \_\_\_\_\_

Academic \_\_\_\_\_

Other \_\_\_\_\_

Is it necessary for the student to undertake any work with other agencies during their placement?  
(please ✓)

Police

Signed by \_\_\_\_\_  Signed by \_\_\_\_\_

Safeguarding Mentor

Other (state)

Signed by \_\_\_\_\_

Pupil Guidance Officer

Signed by \_\_\_\_\_

Pastoral Manager

Signed by \_\_\_\_\_

Careers

Success criteria linked to inclusion placement:

Time and date agreed for student reintegration meeting with parents or carer:

Date \_\_\_\_\_ Time \_\_\_\_\_ with whom  
\_\_\_\_\_

Agreement made at meeting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Number of placements in Inclusion this year \_\_\_\_\_. (3 x placements = ABC or IBP)

Action (if any) following this meeting \_\_\_\_\_

SLT link signature to verify meeting has taken place \_\_\_\_\_

Parent/Carer signature  
\_\_\_\_\_

Student signature  
\_\_\_\_\_

**LM/PGO Store copy on students file once completed.**



**Appendix D**

**ACCEPTABLE BEHAVIOUR CONTRACT**

THIS CONTRACT is made on \_\_\_\_\_  
BETWEEN \_\_\_\_\_ and BHS.

\_\_\_\_\_ AGREES the following in respect of  
future conduct

1. I will follow school rules.
2. I will not truant.
3. I will not threaten fellow students or staff within the school. This includes swearing.
4. I will not disturb the learning of others.
5. I will not behave in a way that would bring the school into disrepute. This includes my behaviour outside of the school.

*FURTHER \_\_\_\_\_ enters into a commitment with BHS not to act in a manner that causes or is likely to cause harassment, alarm or distress to anyone within the school.*

**Action on breaking the agreement**

If \_\_\_\_\_ does anything which he/she has agreed not to do under this contract, and which BHS considers amounts to anti-social behaviour, an internal isolation period or fixed term or possible permanent exclusion may be given.

SIGNED \_\_\_\_\_ School  
Representative

DATE \_\_\_\_\_

**DECLARATION**

I confirm that I understand the meaning of this contract and that the consequences of breaking the contract have been explained to me.

SIGNED \_\_\_\_\_ Student  
(Signature of individual)

DATE \_\_\_\_\_

SIGNED \_\_\_\_\_ Parent/Carer  
(Signature of parent or guardian)

DATE \_\_\_\_\_