



Barnard Castle School

ESTD 1883

Behavioural Policy

This is a Senior School policy.

Author: Deputy Head Pastoral

Action	Responsibility	Date
Reviewed	Deputy Head (Pastoral) Deputy Head (i/c Sixth Form) Second Master	August 2025
Approved	Headmaster	August 2025
Next Review	Deputy Head (Pastoral) Second Master	August 2026

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Vision and Objectives

Barnard Castle School aims to cultivate an environment where students thrive academically and socially, guided by high behavioural expectations. This Behavioural Policy is designed to promote respect, responsibility, and accountability, supported by the school motto, “Do The Right Thing,” and the four pillars of a Barney Education. These principles underpin the standards and expectations for every member of the school community.

Behaviour Expectations

1. Respect for oneself, others, and school property.
2. Responsibility for personal actions and conduct.
3. Integrity in all aspects of school life.
4. Accountability in striving for self-improvement and supporting peers.

All staff and pupils are responsible for maintaining these standards to create a positive learning environment.

Positive Reinforcement and Rewards

Positive behaviour and achievements are recognised through various rewards, encouraging pupils to embody school values actively.

- **Verbal Praise** and written commendations for outstanding work.
- **Merits** for exceptional contributions, reflecting the school’s **Feel, Be, Share, Go** values that drive character education. Pupils may earn merits for demonstrating empathy, resilience, teamwork, and initiative.
- **Headmaster’s Certificates** (Bronze, Silver, or Gold) awarded termly to pupils who accumulate merits, celebrating their alignment with school values.
- **House Competitions** where collective House points, fostering teamwork and a positive school spirit building towards *‘Nailing Up’*.
- **Special Awards** presented in assemblies for achievements in areas such as academic, sports, arts, and community service.
- **Annual Prize Giving** recognizing excellence and effort across academic and extracurricular fields.

All pupils are prone to making errors of judgment when it comes to behaviour. The purpose of the sanctions system is to educate pupils when they make such errors of judgement and to deter them from repeating them.

General principles:

- Staff are encouraged to deal personally with incidents as they encounter them. This is to encourage all staff to have responsibility for maintaining consistently high levels of pupil behaviour across the School.
- Staff should feel empowered by the Sanctions System and supported by immediate line-managers and SMT in using it.



- Staff record incidents of poor behaviour in Behaviour Logs on iSAMS. These are labelled as Academic or Non-Academic, include a description of the incident and details of actions taken at the time to address the behaviour.
- Where staff feel further action and support is required, they should label incidents 'Further Action Required' in the iSAMS Behaviour Log.
- Tutors, HSMs and SMT monitor Behaviour Logs in order to provide effective intervention and support, as well as appropriate sanctions where necessary.
- The Sanctions System works on the principal of an 'Escalator' in order to give clarity of sanctions.
- The tutor, as 'champion' of the pupil, has an overview of the pupil's overall behaviour and meets regularly with their tutees to discuss why incidents have occurred and how the pupil will improve their behaviour.
- The tutor liaises closely with the HSM to ensure the HSM is aware of all behavioural incidents and how they are being addressed.
- The tutor, HSM and HOD will keep parents informed of poor behaviour and encourage parents to support the School in managing this.
- All sanctions should be fair and reasonable, taking into account circumstances that may apply to a particular pupil.
- Pupils should never be humiliated or demeaned in front of peers, or others, or be deprived of any facilities necessary to the leading of a normal and civilised life.
- In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Barnard Castle School does not permit corporal punishment during any activity whether on or off School premises.
- Wherever possible, sanctions should be constructive and appropriate to the nature of the infringement of the School's expectations and should seek to redress the wrong done.
- All parents and pupils have the right to complain and escalate their concerns regarding a sanction; parents should be encouraged to use the School's complaints procedure as required.
- Bullying behaviour will not be tolerated and any member of the School who is on the receiving end of this behaviour will be supported fully. Any member of the School who displays bullying behaviour towards another can expect to be punished severely, and part of this sanction will be appropriate corrective behaviour. The perpetrator will receive appropriate guidance and support in order to amend their behaviour and lead a productive and fulfilling School career. See Anti-Bullying Policy.
- The School rejects corporal punishment.

Disciplinary Process Overview

The disciplinary process follows an Escalator System that uses a tiered approach to sanctions, allowing flexibility in response based on the nature and frequency of incidents. This framework promotes a fair and consistent approach that emphasises corrective education and support.

Categories of Behavioural Incidents

Late: Arriving after the start of a lesson.



Non-Academic: Disruptive or inappropriate behaviour outside of academic settings.

Academic: Behaviour below academic standards, such as incomplete assignments or lack of preparation.

Escalation Levels

1. Level 1 - Teacher/Tutor Intervention:

- Initial incidents are managed by teachers or tutors and logged in iSAMS.
- Potential sanctions: verbal reminders, brief time-outs, or minor disciplinary actions.

2. Level 2 - HOD/HSM Intervention:

- Persistent behaviours or significant incidents are escalated to the Head of Department (HOD) or Housemistress/master (HSM).
- Potential sanctions: lunchtime detentions, parental communication, or a formal warning.

3. Level 3 - SMT Intervention:

- Serious or repeated Level 2 behaviours are escalated to the Senior Management Team (SMT).
- Potential sanctions include SMT detentions including evening or Saturday afternoons, internal suspension, or parental meetings to discuss intervention strategies.

For severe incidents (e.g., bullying, theft, substance misuse), immediate escalation to Level 3 or further disciplinary action, including internal/external suspension or expulsion, may be warranted.

Multi-Disciplinary Panel and Communication

When dealing with a serious Level 3, a **Multi-Disciplinary Panel** convenes, which may comprise of the pupil's tutor, a particular HOD, HSM, and involved SMT members including the HM. The panel's responsibilities include:

1. Assessing the incident and determining appropriate next steps.
2. Assess any historical sanctions and context of the behaviour.
3. Developing a communication plan for all pupils and parents involved.
4. Establishing a support plan and deciding on the level of sanction.

The panel's recommendations guide final decisions, ensuring each case is managed with consistency, fairness, and transparency.

Levels of Sanction

Sanctions are categorized based on the severity of the behaviour, ensuring proportionate responses for each level.

Minor Misconduct

Minor incidents are typically managed by classroom teachers, tutors, or HODs, focusing on correction and learning. Examples include:

- Disruptive behaviour
- Failure to bring required materials



- Non-academic misconduct, such as chewing gum

Sanctions for Minor Misconduct:

- Verbal correction
- Brief detention
- Parental communication if recurring

Major Misconduct

Major misconduct includes significant breaches of school rules requiring intervention from HSMs or SMT members. Examples include:

- Persistent disruption
- Incomplete academic work despite prior intervention
- Repeated uniform violations

Sanctions for Major Misconduct:

- Lunchtime or after-school detention
- **Internal suspension** (where the pupil remains on school grounds but is removed from regular classes to reflect on behaviour)
- A meeting with parents to discuss the behaviour

Severe Misconduct

Severe misconduct involves actions that harm the school community or severely disrupt school life. Examples include:

- Bullying or harassment (including digital forms)
- Theft or vandalism
- Substance misuse/distribution of (when it is believed pupils may have alcohol or drug/nicotine products hidden in their bedrooms or on their possession, room searches, and appropriate searches may take place)

Sanctions for Severe Misconduct:

- Internal suspension or external suspension (depending on the severity and pupil situation)
- Formal behaviour contracts
- Expulsion after a third suspension or in cases of extreme behaviour

In cases where suspension is necessary, a pupil may receive a maximum of **two suspensions; three suspensions** within any one section of a pupil's journey at the School (Years 7–9, Years 10–11, or the Sixth Form) will normally call the pupil's place at the School into question and result in expulsion.

A letter is sent from the Second Master (usually the member of staff implementing a suspension) to parents/guardians explaining why and outlining the pupils' return to school.

Anti-Bullying and Zero-Tolerance Policies

Barnard Castle School has a zero-tolerance stance on bullying and harassment, in line with our Anti-Bullying Policy. Any form of bullying—verbal, physical, or digital—will result in immediate investigation and corrective measures.

Responses to Bullying:

- Investigation by HSM or SMT.
- Support for the affected pupil(s).
- Corrective strategies for the perpetrator, potentially including counselling, internal suspension, or external suspension.

Appeals and Grievances

Pupils and parents may address concerns about sanctions with HODs, HSMs, or SMT members. If they feel a sanction is unjust, an appeal can be made to the Headmaster's office, following the school's formal Complaints Procedure.

Monitoring and Evaluation

The effectiveness of this policy is monitored through:

- **Stakeholder Feedback:** Input from parents, pupils, and staff.
- **Behavioural Metrics:** Tracking incident frequency, recurrence, and satisfaction levels.
- **Annual Review:** Adjustments based on stakeholder feedback to maintain relevance and effectiveness.

This Behavioural Policy will be reviewed annually to ensure it aligns with the ethos of Barnard Castle School and supports a respectful and positive school environment.

