

Bickley Park School

Behaviour Policy

## **Introduction**

Bickley Park School aims to encourage pupils to adopt high standards of behaviour. Fostering the emotional well-being of all of our pupils is key to their development. The School aims to promote trust and mutual respect within, and beyond, the school community.

Bickley Park is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person and equip them to make a positive contribution in their future lives.

## **Aims and Values**

As a school we aim to:

- To deliver a balanced, challenging and quality curriculum that arms pupils with the skills and attributes to thrive in their later lives
- To provide an education tailored to how boys learn and aimed at motivating them to achieve
- To enable boys to stand out from the crowd in a globally inter-connected world.

At Bickley Park School we recognise that we are all unique individuals.

However, together we strive to share these common values:

- Kindness – acting with generosity of spirit
- Honesty – telling the truth.
- Respect – recognising the value in another person.
- Integrity – doing the right thing even when no-one is watching.
- Perseverance – getting through something even if it is hard.

## **Code of Conduct**

Our aim is that Bickley Park Way, derived from our school values, should underpin the manner in which all members of the school community behave. The Prep and Pre-Prep departments have their own version which guides behaviour in the school.

The Bickley Park Way (Pre-Prep)

*We believe that we should...*

**Share**

**Be honest**

**Be kind and helpful**

**Treat others as we would be treated**

**Listen to one another**

**Forgive** - recognise that everyone, including ourselves, makes mistakes

**Work hard to do your best to be your *best self***

The Bickley Park Way (Prep)

*We believe that we should...*

**Share**

**Be honest**

**Be kind and helpful**

**Treat others as we would be treated**

**Listen to one another** and try to understand other people's points of view.

**Forgive** - recognise that everyone, including ourselves, makes mistakes.

**Respect others**, recognising that they are important too.

**Be resilient**, learning from things that go wrong and aiming for better next time.

**Work hard to do your best to be your *best self***

We believe that encouraging positive behaviour is a collaborative task involving all, be it staff, parents, pupils or governors.

We aim to raise the aspirations of all our pupils and to help them to appreciate that there are no barriers to their potential achievements either inside or outside the classroom.

Pupils are encouraged to take responsibility for their own learning. The School's teaching staff offer every child a high level of individual attention together with consistent and helpful advice. In return, the School expects every pupil to co-operate and to work hard.

We also aim to promote and reward good behaviour and self-discipline through praise and encouragement and by fostering a spirit of mutual respect: this is supported by the rewards and sanctions system. Pupils are expected to adhere to school rules.

The PSHE curriculum is designed to unite boys in common behaviour themes and is taught from Reception to Year 8. Collective assemblies in both Prep and Pre-Prep celebrate those themes and form groups are encouraged to recognise examples of exemplary behaviour.

Staff aim to act as positive role models for the pupils: we equally expect pupils to treat staff and each other with consideration and good manners.

Harassment and bullying will not be tolerated: the school's policy for the prevention of bullying is accessible via the school website, or on request from the School Office.

The School is strongly committed to promoting equal opportunities for all, regardless of race, gender, or physical disability or learning difficulty.

We expect pupils to be ready to learn and to participate in the wide variety of activities and opportunities available at Bickley Park. They should attend school and lessons punctually with the right equipment and follow the School's attendance and uniform policy.

We expect all pupils to show respect for the school buildings, grounds, equipment and furniture.

We expect pupils to be safety-conscious, whether in or out of the building. This will involve observing any safety practices (for example in the science laboratories); moving around the

School calmly, with an awareness of others; and using any equipment carefully and sensibly. This will also apply on any school trips or outings where pupils will be expected to listen to any instructions given by staff.

### **Involvement of Parents and Guardians**

Helping pupils achieve positive behaviour is best achieved by school and home working closely and effectively together. Parents and Guardians undertake, when signing the Parent Contract, to support the enforcement of the School Rules in a fair manner that is designed to safeguard the welfare of the community as a whole. They will support the school's values and code of conduct in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extracurricular activities and homework/private study.

### **Involvement of Pupils**

Our experience shows that the ethos of, and respect for, the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, particularly via the Prep and Pre-Prep Department School Councils which meet regularly.

### **School Rules**

Our aim is to reward and encourage good behaviour, while sanctions help us to set boundaries and to manage uncooperative behaviour. In this way, our intention is to help pupils understand what is expected of them and why sanctions may be awarded for inconsiderate and unacceptable behaviour.

It is not possible to set out every rule which must be obeyed and they are subject to change from time to time. Consequently, pupils at Bickley Park are encouraged to use common sense at all times and to behave in a way which reflects the best interests of the whole community.

The Assistant Heads (Pastoral) oversee the Behaviour Policy at Bickley Park, in consultation with the Headmaster, Form Teachers and other members of staff. The sanctions available for breaches of school discipline will vary according to the severity of the incident. The School Rules for the Prep Department are set out in Appendix 2.

### **Rewards**

Pupils usually respond well when they are being praised or encouraged. Teachers try to recognise good behaviour in a number of ways:

- an encouraging word
- contacting a pupil's parents (Contact Book, emails, phone calls)
- informing the pupil's Form Tutor
- awarding House Points for particularly helpful behaviour
- a visit to the Assistant Head (Pastoral), or the Headmaster following noteworthy behaviour
- public acknowledgement of good behaviour or helpfulness through an invitation to an Acknowledgement and Recognition Lunch
- making positive comments about the behaviour of a pupil in his school report
- Displaying a pupil's work in a public affirmation of praise and recognition

## **Rewards System**

### **Stars and Stickers**

In the **EYFS Department**, stars and stickers are given for good work, behaviour and effort. Certificates are awarded for charts completed for 20, 40, 60, 80 stickers for children from the Busy Bees upwards. These charts continue throughout the year. Reception receive Gold Awards in assembly.

**Year 1 and 2:** Stars are given throughout the week for good work, behaviour and effort. Certificates (40, 60 and 80 stars) are then awarded in weekly assemblies for the accumulation of stars. Twenty minutes of Privilege Time on a Friday are also used as a reward for sustained effort and good behaviour. Merit badges are awarded on a weekly basis to an individual from each class, for achievement in a particular curriculum area. The 'Class of the Week' trophy is awarded to Year 1 and 2 every Thursday to encourage a collaborative approach to behaviour.

In the **Prep Department** Merits and Distinctions are awarded to acknowledge significant academic achievement and House Points are awarded to reward completion of House Duties as well as to reinforce positive behaviour and adherence to the school values. All achievements are tracked in SIMS and pupils achieving in a number of areas may receive a letter of congratulation or be chosen for the All Rounder Award in the end of year Prize-giving.

**Merits** are awarded for

- high standards of effort and attainment in individual work
- achieving targets within the four quadrants of learning
- exemplary modelling of the school's values in positive behaviour and manners

**Distinctions** are awarded for

- Outstanding effort and/or attainment in individual work
- Highest Ranked boys in half termly Endeavour Grades

**House Points** are awarded for

- successful completion of a House duty
- positive behaviours in line with the Bickley Park Way
- smart appearance and good manners around school
- contributions to class discussion or collaborative work

The School seeks to praise children individually and collectively for meeting as well as exceeding our expectations of good behaviour.

### **Merit Badges & Certificates**

In Pre Prep, Gold certificates for Reception and Merit / Star Certificates for Y1 and Y2, along with any Merit Badges, are awarded by the Headmaster, or HoD, at a weekly Commendation Assembly.

These rewards will focus strongly on the school values as well as recognising the efforts made across the 4 quadrants of learning: Academic, Sporting, Community and Performing Arts.

In the Prep department, Merit awards are presented to pupils during the weekly House Meeting on behalf of subject and class teachers. In addition, written notification is sent home to acknowledge the pupil's success. At the end of every half term, Distinction awards are presented by the Assistant Head Prep (Pastoral) during Half-Termly Achievement Assemblies. These Distinctions can be awarded by any member of staff in line with the guidelines for awarding.

### **Weekly House Points Cup**

The team ethic is celebrated when the winning House is rewarded with the weekly cup and this is collected by that House's Captain.

### **Termly House Shield**

The House Shield is awarded for collective effort to the House achieving the highest average of House Points and Stars. This motivates individuals and develops a strong team ethic.

### **Extra-Curricular Achievements**

Achievements across the four quadrants of learning are recognised in the weekly Headmaster's Achievements Assembly, via the weekly news-letter 'The Beehive', in What's the Buzz' on the school website and in The Quadrant, a magazine that is produced twice yearly.

### **Positions of Responsibility**

The school aims to provide a wide range of opportunities for pupils to take on positions of responsibility in order to develop leadership and team building skills. These include:

- Y8: Head Boy, House Captains, Community Ambassadors and Head Librarian (appointed for the year); Deputy Head Boy, Prefects and Sports Captains (appointed termly).
- Y7: Monitors (an opportunity to develop leadership and team building skills)
- R-8: Boys act as school council representatives on a termly basis
- Y1-Y8: Form captains, with responsibility for delegating classroom jobs to form members (weekly basis).

Boys with responsibility in the following areas will be awarded badges for the duration of their responsibility:

Head Boy, House Captains, Community Reps, Librarian, Deputy Head Boy, Prefects, Sports Captains, Drama Captain, Lead Choristor, IT Prefect, School Council Reps, Choir members.

### **Prize Giving Celebrations**

At the end of each half term the Prep Department recognises endeavour and achievement across the four Quadrants of Learning in a prize giving assembly.

An end of year Y1-8 Speech Day & Prize Giving recognises endeavour and achievement across all four Quadrants of Learning. Special recognition is given to the leavers, especially Year 8.

### **Sanctions**

#### **Rationale**

The School's discipline is firm and caring with a strong emphasis on helping pupils learn from their mistakes. Incidents of poor behaviour do not occur often. Usually, any problems are checked by a word quietly administered and every effort is made to maintain the generally excellent relationships between staff and students and between the students themselves.

Students are expected always to aspire to be courteous, respectful, tolerant, empathetic, well turned out, punctual and reliable. Teachers regularly promote understanding of what good behaviour is, for instance through PSHE lessons and assemblies, so that pupils are clear what are right and wrong choices in the way they behave.

Sanctions can be applied for unacceptable behaviour and, when used, the school aspires to apply them fairly and consistently according to the seriousness of the offence. The school employs a scale of sanctions linked to those whose responsibility it is to apply them.

Sanctions should enable pupils to recognise that actions have consequences and that self-discipline and learning to take responsibility are the intended outcomes. Staff will help boys understand what lesson they must learn from their sanction in order to minimise the chance of a similar sanction being incurred in the future.

Sanctions awarded are intended to be age appropriate.

### **Pre-Prep**

#### **Pre-Prep sanctions**

The EYFS Department uses a variety of ways to encourage good behaviour and a happy learning environment. Sanctions are age appropriate and unique to each situation. Parents are communicated with and informed of any inappropriate behaviour.

'Time out' is used for a variety of situations both inside and out of the classroom. Children are given the opportunity to reflect on their behaviour following incidents. Should unwanted behaviour persist, parents are invited in and the Head of EYFS is present with the class teacher or room leader.

Privilege time is used in Reception. Privilege time is a 20 minute session where the pupils can choose what they want to do. Pupils lose a minute of their Privilege time for disruptive or poor behavior.

Individual children's behaviour is highlighted during weekly meetings, so staff in the department are aware and able to report if they witness any further inappropriate behaviour.

Key Stage 1 employs a number of sanctions, in line with the School rules, to help ensure a safe and positive learning environment. Sanctions are applied appropriately to each individual situation.

- We expect pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer to the teacher, or to sit on their own.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task. This is at the teacher's discretion, and is administered in respect of the clear objectives given and the pupil's individual ability.
- If a pupil is disruptive in class, or outside the classroom, the teacher in charge reprimands him. If behavior persists a warning that the pupil will have a minute of Privilege time removed will be given. If that warning is not adhered too then the pupil will be asked to add a minute next to their name, showing they have lost a minute of Privilege Time. At the end of the week, when Privilege Time begins, those pupils with time off will sit and wait for the amount of time they have lost to lapse. Once a minute of Privilege Time has been lost, it cannot be won back.
- If a pupil misbehaves repeatedly, we isolate the pupil from the rest of the class until he is ready to behave and join in with an activity. Boys are not stood outside classrooms as a punishment.
- The safety of the pupil is paramount in all situations. If there is a case where a pupil's behaviour endangers the safety of others, the Class Teacher stops the activity and prevents the pupil from taking part for the rest of that session.

### **Examples of Sanctions**

- Removal from an activity

- Kept in at lunchtime
- Letters of apology to be written
- Miss a session of playtime– either stay indoors or stay with the teacher on duty/midday supervisor during play
- In exceptional circumstances, parents are called in to discuss persistent difficulties with a view to a collaborative strategy. The Assistant Head (Pastoral) and, according to the circumstance, another senior leader is involved at this stage.

Serious instances of misbehavior will follow the disciplinary process followed in the Prep Department ‘suspension of a pupil’, ‘recommendation to leave’ and ‘permanent exclusion’ sections outlined below.

### **Prep Department sanctions:**

Staff will use positive strategies to help boys avoid sanctions, for instance by speaking about good behaviour and referencing the school values. Full parental collaboration is expected in helping any pupil who is sanctioned remedy instances of poor behaviour.

#### **Level 1:**

A pupil in Year 3 will be given two verbal Warnings whilst Year 4-8 pupils will be given one verbal Warning before any written sanction is given. The reasons for the Warning will clearly explained and the pupil concerned will be clear about what the next sanction is likely to be: a Demerit, which will be recorded in SIMs. If a pupil continues to behave poorly, he will be warned that a further Demerit will be awarded.

For pupils in Year 8, who are expected to set the highest standards of behaviour, the awarding of a Demerit will be accompanied by a duty to complete community service in the dining hall at lunchtime. Pupils will be expected to support the younger boys with their lunch trays and as well as refill water jugs and wipe tables throughout a 10 minute serving period.

#### **Level 2:**

Each day, Form Tutors will check SIMs to track rewards and sanctions. If three Demerits have been awarded in a half term, the pupil concerned will receive a Signature. Parents will be notified by the Form Tutor via a phone call, with an explanation about how the school intends to help the pupil improve his behaviour. A Signature results in a Detention between 4.20 and 4.45pm and the boy taking a report card to lessons for one week with the area(s) for improvement clearly stated on the card. If the boys has been awarded positive comments for every lesson in the first three days, they will come off report card. The report card is managed electronically and monitored at the end of each day by Form Tutor. The final report card can be printed or emailed to the parent. All staff will be informed. The Form Tutor will support efforts by the pupil concerned to improve and address any issues that persist. What task is undertaken in the Detention will be determined by the Form Tutor, but may take the form of some sort of service to the community. The reasons for the award of a Level 2 sanction is recorded on SIMs along with other supporting information. At the beginning of every new half term, any Demerits from the previous half-term will not be carried over, so boys have a chance to wipe the slate clean.

### Level 3:

If the pupil receives poor feedback through the week they are on report, they will receive a further Signature. The Head of Department will phone parents to arrange a meeting between the pupil, parents and themselves to address the matter. The pupil concerned will serve a further Detention, which will be supervised by the Head of Department between 4.20 and 4.45pm. What task is undertaken in the Detention will be determined by the Head of Department, but is likely to involve writing a letter of apology. The pupil will also be on report card for a further week. All staff will be informed. The reason for the award of a Level 3 sanction is recorded on SIMs along with other supporting information.

### Level 4:

If the pupil receives poor feedback through the second week they are on report, a meeting will be arranged between the Headmaster and the pupil and his parents to address the matter. The possibility of suspension, leading to permanent exclusion may be discussed.

If at any stage a pupil potentially warrants acceleration to a higher level of sanction, the member of staff concerned will consult with their Head of Department before a decision is made as to what is appropriate. All staff will be informed. The reason for the award of a Level 4 sanction is recorded on SIMs along with other supporting information. The Chair of Governors is advised of any Suspensions or Exclusions.

**Suspension of a pupil.** A pupil may be suspended for between two days and up to three weeks for a serious breach of school discipline where expulsion is not deemed appropriate.

**Recommendation to Leave.** For an extremely serious breach of school discipline, falling short of one which is necessary for expulsion but such that the pupil cannot expect to remain a member of the school community, the pupil may be required to leave permanently. This decision can only be taken by the Headmaster. Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another school.

**Permanent exclusion.** The boy is expelled from Bickley Park School. This decision can only be taken by the Headmaster, in consultation with the Chair of Governors. A pupil is liable to expulsion for a grave breach of school discipline, for example a serious criminal offence or a wilful act calculated to cause serious damage to the school, its community or any of its members. The facts and circumstances of the exclusion will be made in response to future requests for a reference. All outstanding fees up to and including the term of exclusion shall be payable and any deposit shall be retained by the school.

At any stage in the sanctions process, a referral might be made to the School Counsellor, to the Family GP or to other external agencies.

This policy will also be applied for the conduct of pupils when they are away from school premises, for example at weekends or during holidays. Improper use of computers, online or offline, may also lead to sanctions being taken. This will normally be where the conduct in question affects the welfare of a member or members of the School Community or which brings the School into disrepute.

## **Behaviour in Y4-8 lessons**

Staff will endeavour to be ready in the classroom before classes arrive. On occasions when it is not possible for the teacher to be present at the start of the lesson, boys should wait quietly outside classrooms. If the teacher has not appeared after 5 minutes, a member of the form group should inform the nearest teacher. Year 4-8 lessons start in an orderly way, which will usually include the teacher saying 'good morning/afternoon' and inviting the boys to sit down. At the end of the lesson, teachers should ensure that the classroom is left tidy before dismissing the boys in an orderly manner so that they proceed calmly to their next lesson.

Teachers encourage boys to behave appropriately in lessons through the use of positive reinforcement of good behaviour, the provision of stimulating lessons that engage the interests of the pupils and through the creation of an atmosphere of courtesy and mutual respect. However, where an individual pupil's behaviour is affecting other children's learning, they will be sanctioned appropriately.

If a member of staff wishes to speak with a particular pupil at break or lunchtime, s/he may ask the boy concerned to wait outside the Staff Room until s/he arrives to talk to them. However, the act of waiting outside the Staff Room should not in itself be used as a punishment. Boys will not be sent out of the classroom to stand unsupervised in the corridor.

## **Corporal punishment is not used at Bickley Park School.**

### **Use of restraint**

Any use of restraint by a member of staff must be reasonable, proportionate and lawful. Restraint will only be used when immediately necessary and for the minimum time required to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring himself or others;
- causing damage to property, including his own;
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the Headmaster is informed.

See Pupil Restraint Policy

## **Respect for the school environment**

### **Form Rooms & Bag Racks**

Form Tutors will monitor the tidiness of the form room spaces and bag racks and remind boys that all their bags need to be placed tidily in corridors, on pegs or on the racks provided. There should be no bags strewn on the floor of the corridor or around school. Failure to follow guidance on this will result in the pupil being sanctioned.

### **Litter**

All members of staff should be alert to any pupils dropping litter. Pupils should be reminded to throw their litter away in the bins provided and also to pick up and dispose of any litter that they find.

### **Careless damage to school property**

Where behaviour has resulted in damage to school property, such incidents should be reported to the Form Tutor & the Assistant Head (Pastoral) who (along with the Bursar) will take steps to claim the cost of the repairs from the pupil's parents.

### **Vandalism**

If deliberate damage to school property is discovered, members of staff will attempt to ascertain who is responsible, and then refer the matter to the Form Tutor, the Assistant Head (Pastoral) who will take appropriate action.

### **Confiscated property**

There are occasions when it may be necessary to confiscate property from pupils. Normally confiscated property should be returned to the pupil at the end of the school day. Valuable items that have been confiscated should be given to the School Office to look after during the school day.

Where an item has been confiscated because it was inappropriate, unlawful or hazardous for the pupil to have brought it into school, staff should immediately refer the matter to the Assistant Head (Pastoral).

### **Anti-Bullying Policy**

A copy of the school's anti-bullying policy can be found on the BPS website, or obtained via the school office.

Bullying may take many forms: physical, verbal (*spoken or written, including electronic "cyberbullying"*) emotional (*such as deliberately excluding a pupil from joining in*), racist, homophobic or be related to disability. Bullying is when someone (*or more than one person*) deliberately sets out to make someone else's life unpleasant by saying or doing things that they know will hurt that person. A bully will often repeat these acts over a period of time and the victim is often unable to protect himself from the bullying. Our school believes that bullying is always unacceptable.

We believe that it is also unacceptable for any pupil to watch bullying taking place and to do nothing about it. We help pupils understand that not reporting incidents of bullying has the effect of protecting bullies and it gives them the message that they can continue to act in this way. Every form room from R-Y5 has a worry eater in which pupils can raise anonymous concerns about behaviour in school. In addition, for boys in Y6-8 boxes are available for anonymous reporting.

Our school aims to create an atmosphere in which pupils who are being bullied, or others who know about it, feel that they will be listened to in confidence and believed, and that the action taken will be swift but sensitive to their concerns.

### **How to deal with bullying or other problems**

No one should have to put up with being bullied, or feel that they have to solve a big problem on their own. The most important thing is to ask for help.

If a pupil feels he is being bullied or that he has been badly treated by another person, he is told to tell a member of staff and / or his parents.

The following staff in particular will be able to help:

- The Teachers on playground duty
- Form Tutor
- The School Matrons/ Listening Ears
- The Assistant Heads
- The Headmaster

If it is urgent, however, and a pupil is unable to find any of the staff above, he must speak to another adult in school – the secretaries in the School Offices (Mrs White, Mrs Wood and Ms Ruse) will be able to help in this case. The School Monitors and Prefects can also help find a teacher to talk to.

If a pupil does not feel he can do this, he must tell his parents.

Pupils are reminded that staff will listen carefully to what they need to tell them and will treat everything said very seriously.

### **Handheld Electronic Devices**

Handheld devices are part of everyday life for many pupils and they can serve a very useful purpose. Parents should recognise that they have an important responsibility to ensure that the content of any handheld device brought in to school is appropriate to the age of their son.

All handheld electronic devices are brought in to school at the pupil's own risk. While the School will endeavour to assist the pupil if an item of personal property is lost or stolen, responsibility cannot be taken for the loss of such items.

Taking photos is not permitted, unless when supervised by a member of staff.

### **Mobile phones**

For boys who travel to and from school on their own, parents may wish to provide their son with a mobile phone. Mobile phones are permitted in school provided that they are clearly labelled, remain switched off and are signed in & stored at the school office throughout the school day. Pupils must not take photographs or record video images in school without the permission of a member of staff. Pupils are permitted to make phone calls or send texts in the school building after 4 pm. As with all valuable possessions, parents should ensure that the mobile phone is insured.

### **Portable music players such as mp3 players**

Pupils may not use mp3 players such as iPods to listen to music on school premises, either through the internal speaker or through headphones.

Pupils may be permitted to listen to music (using headphones) on coach journeys for residential trips with the consent of the member of staff leading the journey concerned: each trip will be considered separately and at the time of organising and risk assessing.

### **Using electronic devices during the school day**

Pupils are not permitted to use electronic devices during break or lunchtimes for any purpose other than to read e-books/do AR quizzes and Mathletics. Pupils may be permitted to use their electronic devices to play games (using headphones) on coach journeys for residential trips with the consent of the member of staff leading the journey concerned: each trip will be considered separately and at the time of organising and Risk Assessing.

The school provides a number of iPads for use by pupils during lesson time. On issuing the iPads pupils are given clear rules on expectations, use and storage of the device. If a pupil inadvertently returns home with the device, the parent should email the Assistant Head (Pastoral) to confirm the device's whereabouts and ensure safe return the following day.

## **Sanctions for misuse of electronic devices**

### **Accidental interruption of a lesson**

If a mobile phone goes off accidentally during a lesson because the pupil has forgotten to sign it in to the office at the start of the school day, then the member of staff concerned will use his/her judgment to either issue a Warning or a Demerit. The member of staff should email the Form Tutor and Assistant Head (Pastoral) so that records can be kept.

For pupils who persistently forget to turn off and hand in their mobile phones, the Form Tutor or Assistant Head (Pastoral) may impose further restrictions or sanctions on the pupil concerned.

### **Deliberate misuse of a mobile phone during the school day**

If a pupil is found to be using his mobile phone without permission during the school day then the device will be confiscated by the member of staff concerned who will issue the pupil with a Demerit. Depending on the seriousness of the incident, further appropriate action may be taken.

### **Deliberate misuse of other electronic devices during the school day**

If a pupil is found to be using an electronic device at break or lunchtime for any purpose other than for reading an e-book then the device will be confiscated by the member of staff concerned and it will be given to the School Office in a labelled envelope for the pupil to collect at the end of the day. The member of staff will issue the pupil with a Demerit. Depending on the seriousness of the incident, further appropriate action may be taken. The privilege of use will be removed from the pupil.

In cases where the school issues devices, a pupil using the device without permission between lessons or at break times will be issued with a Signature and may have the privilege of use removed for a period of time.

### **Serious breaches of the policy**

If a member of staff suspects that a serious breach of discipline has occurred, the electronic device must be given to the Deputy Headmaster (Pastoral). Members of staff should not attempt to investigate the contents of the device, other than to see what is immediately on the screen. In such circumstances, it is likely that the contents of the device may be examined by a senior member of staff together with a member of the IT department before an appropriate sanction is implemented.

## **Behaviour Related to a Disability**

The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Where expulsion needs to be considered, the School will ensure that a disabled pupil is able to present his case fully where his disability might hinder this.

This policy also applies to the Early Years Department.

<b>Author</b>	SM/JP	
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<b>Date Approved</b>	January 2018	Headmaster: PW
<b>Date for Next Review</b>	January 2020	

Appendix 1:

### References:

A. ISI Handbook for the Inspection of Schools, The Regulatory Requirements, September 2014 –

([www.isi.net](http://www.isi.net)).

G. Statutory Framework for the Early Years Foundation Stage, DfE 2014.

C: 'Excluding Pupils – A Practical Guide for Independent Schools' by Farrer & Co (an ISBA Briefing Document)

D: 'Ensuring Good Behaviour in Schools' – DfE, March 2012:

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools>

E: 'Use of Reasonable Force' – DfE, March 2012:

<http://media.education.gov.uk/assets/files/pdf/u/useofreasonableforceadviceorheadteachersstaffandgoverningbodies.pdf>

F: 'Restraint' - ATL Guidance ([www.atl.org.uk](http://www.atl.org.uk))

G. ISBA Model Policy dated April 2012.

Appendix 2:

### Conduct inside the School Buildings

Pupils must:

- be on time and ready for the start of every lesson;
- put up hands before asking a question unless directed otherwise by the teacher;
- keep the classroom tidy;
- stand up when the Headmaster or a visitor enters the classroom, if instructed to do so;
- walk, not run, on paths, in the corridors and staircases;
- use the racks for bags, and keep the corridors clear;
- use lockers for sports bags & equipment and keep them tidy and well organised;
- open doors for adults and for each other;
- tell a teacher if you notice an adult in the school whom you do not recognise and who is not wearing a staff or visitor's badge;
- be clear about health and safety rules in the school, especially in the Sports Hall, the Science Labs, the Art Room, The Theatre and in the Design and Technology workshop.

## **Registration**

Registration is important – in the event of an emergency, it must be known who is in the school. On arrival, Prep Department pupils tick their names on the playground sheet at the Sports Hall. **If they miss registration for any reason, they must register with the School Office.** If Pre-Prep pupils are late for registration, they should be taken by their parents to register with the Pre-Prep secretary.

### **What to do if a pupil feels unwell**

Pupils can visit the School Matrons if they feel unwell or have hurt themselves. They must try to speak to a teacher, or the school secretary, first. When this is not possible, they must inform the nurse so the relevant member of staff can be contacted.

### **Behaviour at break and lunch times**

If the Code of Conduct is followed by everyone, then break and lunch times should be a fun and safe time for all pupils.

Boys should not play any games at the front of the school buildings, nor should they play in “out of bounds” areas or where cars are parked or moving about.

During morning break and at lunch times, boys are expected to be outside unless they are taking part in a club, or in the Library, or if it is a wet break. Boys should not be in any building or classroom unsupervised.

Snacks and drinks (other than water) are not permitted. Break snacks and biscuits are provided by the school. Sweets, chewing gum, chocolate, crisps and fizzy drinks are not to be brought into school.

Ball games are only permitted at lunch time. Trainers must be worn when using the Astroturf or Timber Trail. All games must be tidied away or equipment returned to the staffroom. Chess pieces must be replaced on squares, table tennis bats returned to the staffroom and shoes put on before the final lunch bell rings.

## **The Dining Room**

The Dining Room staff work very hard to provide a large selection of fresh food for boys every day.

Boys should:

- be sensible and quiet while waiting in the lunch queue;
- be polite to the Dining Room staff and remember to say “please” and “thank you;”
- show good table manners while eating;
- not take food out of the Dining Hall;
- spend quiet time digesting their meal and not rush out to the playground.
- not waste food.

Appendix 3:

The electronically generated Report card is stored in SIMS (Hard copies available from the Assistant Head (Pastoral)).