



**BICKLEY PARK
SCHOOL**

Achieving positive behaviour policy

Behaviour, Rewards and Sanctions

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Introduction

This policy aims to provide a consistent approach for how our community treats one another. Bickley Park School aims to encourage pupils to adopt high standards of behaviour. Fostering the emotional well-being of all pupils is key to their development. Bickley Park School aims to promote trust and mutual respect within, and beyond, the School community.

Bickley Park School 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. However, we acknowledge that inequality can pervade, and we commit to continual reflection of our processes and approaches to ensure we are taking all necessary steps to promote inclusion and celebrate diversity within our community.

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 pupil a high level of individual attention, together with consistent and helpful advice. In return, Bickley Park 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 based around our whole school values.

The PSHE curriculum is designed to unite pupils in common behaviour themes and is taught from Nursery to Year 8. Collective assemblies, in both Prep and Pre-Prep, celebrate those themes and form groups recognise and celebrate examples of exemplary behaviour. Staff act as positive role models for the pupils: we equally expect pupils to treat staff and each other with consideration and good manners.

This policy also applies to the Early Years Department.

Aims and Values

As a School we aim to:

- deliver a balanced, challenging and quality curriculum that arms pupils with the skills and attributes to thrive in their later lives.
- provide an education tailored to how pupils learn and aimed at motivating them to achieve.
- enable pupils 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.

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We encourage the pupils to 'live' the school values and we celebrate, praise, and reward them for doing so. Equally, we expect all staff members to role model the school values in all that they do.

Code of Conduct

Our aim is that The Bickley Park Way, derived from our School values, should underpin the way all members of the School community behave. This is centre to everything that we do at Bickley Park School.

The Bickley Park Way

We believe that we should:

- Be honest.
- Respect others, recognising that they are important too.
- Treat others as we would like to be treated.
- Be kind and helpful.
- Listen to one another and try to understand other people's points of view.
- Forgive - recognise that everyone, including ourselves, makes mistakes.
- Be resilient - learning from things that go wrong and aiming for better next time.
- Share - A Collaborative Approach to Positive Behaviour
- 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 make it clear that the same considerate and inclusive behaviour is expected of all members of the Bickley Park School community.

Pupils

Our experience shows that the ethos of and respect for Bickley Park 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.

Staff

We believe that pupils flourish when their personal, social, and emotional needs are met and where there are clearly defined, and age-appropriate expectations, for their behaviour. We understand that a pupil's sense of security and belonging is paramount to their success and staff always put the wellbeing of the pupil first and make every effort to enhance pupil's self-confidence.

Where discipline is effective, it should emphasise correcting the problem, rather than punishment, and always maintain the dignity of the pupil.

Parents and Guardians

Helping pupils achieve positive behaviour is best achieved through communication, with both 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 whole School community. Parents and guardians 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, extra-curricular activities, and homework/private study.

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Governors

Our Governing Board monitor the awarding of rewards and sanctions on a termly basis and are informed of any suspensions or other significant sanctions.

Rewards

Recognition of effort and achievement is an important element of learning. Pupils respond well when they are being praised or encouraged and teachers recognise good behaviour in several ways:

- an encouraging word
- house points
- weekly reward system in the lower years
- whole-class Reward Time (Y3-4)
- contacting a pupil's parents/guardians (contact book, emails, phone calls)
- a subject teacher informing the pupil's form tutor who can also offer praise
- a visit to the Head following noteworthy behaviour
- public acknowledgement of good behaviour or helpfulness
- 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
- recognition lunches where selected pupils meet with senior staff and governors.

We also have a formal recognition system through Merits and Distinctions which are awarded as below.

Extra-Curricular Achievements

Achievements across the four quadrants of learning are recognised in the weekly Head's Assembly, via the weekly newsletter, 'The Beehive', on the School website and social media channels.

House Points

House Points are awarded by teachers to acknowledge positive attitude, good behaviour, perseverance, kindness and manners. They are also awarded to recognise pupils who are demonstrating the Bickley Park Way. House Points are accumulated weekly within the House system, and results are displayed around the school. In Prep, the weekly House cup is awarded to the House with the most House Points for the week, to build a collective community ethos around the school.

Merits

Merits are awarded by teachers to acknowledge significant achievement with a focus on the school values, as well as recognising the efforts made across the four quadrants of learning: Academic, Sport and Outdoor, Community and the Arts.

Merits are awarded for:

- excellent standards of effort and/or attainment in individual work.
- achieving targets within the four quadrants of learning.
- exemplary modelling of the School's values in positive behaviour and manners. The School seeks to praise pupils individually and collectively, via the House System, for meeting as well as exceeding our expectations.

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Merits in the Nursery

Stickers are used to reward behaviour that fulfils the School Values and demonstrates the principles of the 'Bickley Park Way'. This is an immediate and visual reward for the pupil.

Each week certificates are given to a pupil from each class who has set a particularly good example for others associated with the 'Bickley Park Way'. A pupil can receive a certificate for: kindness, honesty, respect, integrity or perseverance. This certificate will be awarded to the child during the weekly circle time.

Merits in the Pre-prep

When awarding a merit, during classroom lessons, a sticker is used as an immediate, individual reward for praising positive behaviour. Merits can be awarded for: being ready to listen and learn, good contribution during a lesson, the pupil demonstrating the School values etc.

The pupils can be awarded a special sticker during the classroom when they show extra commitment, determination, hard work and values that align with 'The Bickley Park Way'. When a special sticker is awarded, a postcard with a simple message is also sent home to parents stating why the pupil was awarded the sticker and how this links to our School values. We aim to award at least one of these special stickers per class each week.

Every class in the Pre-Prep will receive fifteen minutes of Bickley Positivity Star Time (BPS time) on a Friday. They will have the opportunity to earn up to fifteen additional minutes of BPS Time if they work collaboratively as a whole class demonstrating skills such as resilience, teamwork, outstanding effort, and good behaviour. This is a collective award that is received by the whole class. Pupils must work hard to show determination and teamwork to receive additional minutes. Each class will have a BPS Time display shown in their classroom. They will have ten gold stars and one green star, worth five minutes, to show the amount of extra BPS Time earned collectively by the class. This display will be consistent in all classrooms.

Merits in the Prep

When awarding a Merit, staff will give a verbal acknowledgement of the Merit. The Merits are recorded on the Engage MIS system. Merits are awarded either in Form Time or in House Meetings weekly.

Accumulation of Merits

We recognise that over the course of the year pupils accumulate Merits in a variety of areas. The pupil with the highest total of Merit Awards in each year group will be celebrated at the end of the year.

House Points

House tokens are collected in tubes which are displayed in the area outside of the Theatre in Prep and between the Hall and Dining Room in Pre-Prep. House Points encourage pupils to work collaboratively across the entire school.

House Points in the Pre-Prep

House Points will be awarded from Reception to Year 2. They are given by members of staff who identify pupils demonstrating The Bickley Park Way and the School values. House Points are given instantly, and pupils post them into a tube displayed outside the Hall. House Points can be given during break and lunchtime, during lessons taught externally to the classroom, during assembly or during any transition point of the school day.

At the end of each term, the winning House will receive a Reward Day. On this day, House winners can come to school wearing their House colour and they get to enjoy a treat with a member of the Senior Leadership Team. The treat will be decided by the pupils at the beginning of each term during the first assembly of the week. At the end of the school year, prizes will be given for first, second, third and fourth place. (Prizes will be discussed at the start of the summer term)

House Points in the Prep

The House with the greatest increase in tokens each week is announced in assembly.

At the end of each half term in Head's Assembly, the House with the most points is rewarded with the House Cup, collected by that House Captain. The House Cup wearing the winning House colours will be displayed in the dining room for the following half term.

Each half term, the winning House will be invited to a Hot Chocolate or ice lollies and Cake Break with the Head and Senior Leadership Team.

Pre-Prep Class of the Week

A 'Class of the Week' trophy is awarded to a class in Year 1 and 2 every Thursday by the Head of Pre-Prep to encourage a collaborative approach to behaviour. The class that receives this award will get ten minutes extra playtime to use whenever they want during the following week. (This could be ten minutes added on to a playtime or lunchtime at the class teacher's convenience).

Distinctions

Distinctions in Pre-Prep

Distinctions in the Pre-Prep will be known as 'The Bickley Positivity Star Award'. These certificates are awarded on a weekly basis to an individual pupil from each class, for achievement and endeavour in a particular curriculum area. This award is presented during assembly by the Head of Pre-Prep. The pupils who receive a BPS certificated and star badge are celebrated by having their picture displayed

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in the weekly newsletter. These rewards will focus strongly on the school values as well as recognising the efforts made across the four quadrants of learning: Academic, Sport and Outdoor Education, Community and Performing Arts.

Distinctions in Prep

Distinctions are awarded for outstanding effort, attainment in individual work or significant contribution in other ways. The Distinction Awards are presented at the end of every half term in Achievement Assemblies. Staff are asked to recognise pupils widely and pupils may receive more than one award.

Prize Giving Celebrations

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

Sanctions

Rationale

The School's discipline is 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 pupils and between the pupils themselves. Further sanctions are given as a last resort when a pupil has not followed the Bickley Park Way, despite reminders from staff.

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.

We do not use, nor condone the use of, corporal punishment at Bickley Park School.

Guidelines for Staff to Encourage Good Behaviour

We believe that it is vital for staff to encourage good behaviour from the outset of every lesson. Although this may vary a little depending on the age of the pupils, the following guidelines give examples of expectations of staff:-

- Share expectations of lining up/entry behaviour with pupils.
- Arrive promptly at the start of the lesson and monitor behaviour while waiting for the class to assemble.
- Greet pupils positively and personally at the door.
- Avoid singling out pupils who may have previously behaved poorly.
- Remember to praise in public, but to reprimand in private.
- Review seating plans as needed.

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- Ensure the teaching provides challenge as early as possible in the lesson to ensure poor behaviour does not stem from a lack of challenge.
- Ensure provision and pupil support plans are being followed by relevant pupils.
- Reinforce polite, good manners in line with the Bickley Park Way and high expectations of student behaviour.

Guidelines for Pupils to Encourage Good Behaviour and Polite Manners

Good behaviour and polite manners could include any of the following:

- opening doors
- greeting teachers
- adults and visitors
- eating correctly
- neat and correct school uniform
- walking on the path
- sports kit
- homework completion/submission and work presentation
- iPad usage and maintenance.

Sanctions in the Nursery

We have a very positive approach to behaviour and remind pupils through optimism and role modelling the expected behaviour. If a pupil is not behaving in a way that is acceptable, they will be given two verbal warnings. The third consequence will be for that pupil to receive 'reset time' or 'quiet time' for no longer than three minutes. During this time a conversation with the Lead Nursery teacher will be had.

Examples of things that could lead to a verbal warning or 'reset time' are:

- Being deliberately unkind
- Running inside
- Using unacceptable language

Sanctions in the Pre-Prep

We recognise that positive discipline is the most appropriate for the pupils to learn what is acceptable and that as pupils are still learning social rules and self-regulation, they may need support to manage their emotions and handle difficulties and disappointments.

Reset Time

'Reset Time' is used for a variety of situations, both inside and out of the classroom where a pupil needs some time away from an activity or another pupil. Pupils are given the opportunity to reflect on their behaviour following incidents.

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We expect pupils to listen carefully and remain focussed and on task during lessons. If they do not do so and are not behaving in a way that is acceptable for a lesson, a verbal warning will be given. The teacher will clearly explain the expectation for the lesson and focus on rewarding other pupils who are behaving in a positive way. If the behaviour continues, the teacher will give a second verbal warning, reinforcing the positive behaviour that is expected. The teacher will clearly state that if this behaviour continues, then minutes from the pupils next nearest break or lunch time will be deducted from. We hope at this point, the behaviour will be stopped / changed, and the warnings will have been effective. If a third and final warning is necessary, the pupil will miss a maximum of five minutes of their break time. During this time, they will have a reflective conversation with their class teacher about the behaviour and why it was unacceptable. A reminder of the School values and The Bickley Park Way will be discussed.

Reflection Time

WARNING – Reflection Time – Visual system

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

If a pupil is disruptive in class, or outside the classroom, the teacher in charge reprimands him. The same two verbal warning system applies as in the previous point. If the pupil receives a third warning, they will miss five minutes of their current or nearest break time. During this time, the pupil will be asked to reflect on why the behaviour was inappropriate and what they should do if a similar circumstance occurs in the future. A restorative conversation will take place between the teacher and pupil. A reminder of the School rules and values will be discussed. If necessary, an apology letter or picture will be created by the pupil during this time. This behaviour will be recorded via Engage. Pupils will be expected to show via their actions that they are sorry and that they understand the consequences of their behaviour.

Persistent or Serious Misdemeanours

In cases of persistent or serious misdemeanours, parents will be invited to meet with the Year Group Lead and/or SENDCo and Form Tutor to discuss a collaborative strategy for improvement. In exceptional cases the Head of Pre-Prep and/or another Senior Leader may be involved.

In rare cases, 'suspension', 'recommendation to leave' or 'permanent exclusion' may be considered (see below).

Sanctions in the Prep

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

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Staff will use positive strategies to help pupils 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, in order to encourage better behaviour.

Examples of behaviours which will result in sanctions are given below.

Warnings

Verbal warnings allow pupils to reflect on the undesired behaviour and to make good choices.

Year 3-4 pupils will be given two verbal warnings before a sanction is given.

Year 5-8 pupils will be given one verbal warning before a sanction is given.

Staff will indicate on the board or other visual method that a warning has been given to support the pupil to continue to make good choices.

The reasons for the warnings (Y3/4) or warning (Y5-8) will be clearly explained and the pupil concerned will be clear about what the next sanction is likely to be: for Years 3-4, this is losing a small amount of playtime with the member of staff who issued the sanction, and for Years 5-8, this is a Demerit, which will be recorded in Engage. We use the SDSE mnemonic to ensure that our warnings are clear to the pupils.

Stop the behaviour

Define what it was that they were doing that was the wrong choice

State the school rule/value that was broken

Enforce with the appropriate sanction or consequence

Demerit

If a Y3-4 pupil continues with the same poor behaviour following their missed playtime, then a further sanction will be issued. Parents will be contacted, and the pupil's form tutor may ask for a meeting with the parent and pupil.

If a Y5-8 pupil continues with the same poor behaviour following the verbal warning, then a Demerit will be issued.

A Y5-8 Demerit means that the pupil will be expected to attend a Lunchtime Detention either on the day of the issuing, or the next day in the case of an afternoon or sporting fixture Demerit being issued. The Lunchtime Detention will take place for half an hour, from 12.40 – 13.10 with a designated member of staff, and may involve some form of community service.

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It should be noted that a Demerit is a consequence for repeated poor behaviour. A Demerit is a record for pupils, parents, and staff to be clear of where opportunities to change behaviour were not taken and to ensure that patterns of unhelpful behaviour can be monitored.

In some cases of extremely poor behaviour choices, a verbal warning will not be given and instead the teacher will progress to an immediate Demerit (Y3-8). This is often where there has been a significant impact on peer relationship due to a disrespectful interaction (*) or unsafe behaviour.

Where the same poor behaviour continues to be demonstrated within that lesson, playtime or sporting fixture, despite the issuing of a Demerit, then the incident will be referred immediately to the Year Lead, the Pastoral Manager or a member of Senior Leadership Team.

Whilst incidents of repeated poor behaviour do not occur often, if a pupil lets down the high standards of the school by behaving in a way that is contradictory to the school's guidelines, then he may be excluded from trips or outings, such as Expeditions Day, Adventure School trips and other school-organised off-campus activities.

If three lunchtime Demerits are issued within a term, then the pupil will need to attend a Friday Detention. This is in addition to the three Lunchtime Detentions. Friday Detention is led by the Deputy Head, Pastoral.

Some examples of behaviours that will result in an initial verbal warning, possibly leading to a Demerit if the behaviour is not corrected, are shown in the table below.

Table of Verbal Warnings that could lead to Demerits

Behaviour Description	Examples
Behaviour for Learning We expect all pupils to follow the Bickley Park Way in line with the principles of Behaviour for Learning.	<ul style="list-style-type: none">• interrupting a teacher or another pupil who is addressing the class• not completing work; not working to an acceptable standard• silliness in class• not following instructions• not completing homework
Disrespect of staff or other pupils We expect respect between all members our community: we show this through our words and actions.	<ul style="list-style-type: none">• not following a reasonable request• Use of inappropriate language (non-directed) *• Non-deliberate, unkind behaviour (including exclusion of other pupils). See also the section in serious sanctions on Bullying. *
Disrespect or careless damage to property	<ul style="list-style-type: none">• Thoughtless damage of the school property due to lack of care and attention, or silly behaviour• Damage to another pupils's property as above

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Where damage has been done to property, parents may be asked to meet the cost of repair.	
Unsafe behaviour By taking care as we move around the site and paying attention to staff when giving direction, we keep ourselves and others safe.	<ul style="list-style-type: none">• Bringing items into school which may be unsafe. (* Please also see the Serious Misdemeanour) section for details on prohibited items.• Unsafe behaviour on stairs• Unsafe behaviour on playgrounds during Games lessons or playtimes

Some situations in which a Demerit or Signature may instantly be given:

Unsafe behaviour or disrespect of teachers or other pupils	<ul style="list-style-type: none">• Deliberate pushing and shoving• Directed bad language, unkind language or actions
Disrespect or careless damage to property	<ul style="list-style-type: none">• Purposeful disregard of the rules of specialist spaces such as the Science Laboratories, the Theatre, Sports Hall, etc.• Purposeful defacing or damage of school property
Misuse of technology	<ul style="list-style-type: none">• Accessing unauthorised websites or sending messages/emails whilst in class• Taking photos without the permission of the teachers and without the consent of the subject• Persistent non-handing-in of mobile phone
Being in out-of-bounds areas	<ul style="list-style-type: none">• Being out of bounds, e.g. entering the car parks unsupervised, hiding behind sheds or in bushes, or being in buildings before or after school and during breaks and lunchtimes without supervision or without permission from teachers

Serious Misdemeanours

For more serious behaviours a Serious Misdemeanour may be awarded immediately. Examples of such behaviours appear in the table below. These are added to the pupils’s permanent record and carry a weighting equivalent to several Demerits for the purposes of accumulation of Demerits.

Where the misdemeanour involves another pupil(s), a restorative meeting will take place with all parties. These are carried out in line with the procedure in Appendix A.

In cases of serious misdemeanours, parents will be invited to meet with the Year Group Lead and/or SENDCo and Form Tutor to discuss a collaborative strategy for improvement. In exceptional cases, the Head Pre-Prep and/or another senior leader may be involved. In rare cases, exclusions of either a temporary or permanent nature, or a ‘recommendation to leave’ may be considered.

Examples of serious behaviours are listed below; this list is not exhaustive.

Behaviour Description	Examples
Serious Misuse of IT	<ul style="list-style-type: none"> • Accessing, or attempting to access, websites with inappropriate content • Manipulating or sharing images to humiliate or cause offense • Sending unkind or offensive messages or posting online
Vandalism	<ul style="list-style-type: none"> • Deliberate damage to school or other’s property • Graffiti
Bullying See also Anti-Bullying Policy	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 repeat these acts over a period and the victim is unable to protect himself from the bullying due to an imbalance of power .
Repeat Instance of Bullying See also Anti-Bullying Policy	
Dangerous or unsuitable items being brought to School	<ul style="list-style-type: none"> • Weapons, or replicas • Knives of any kind • Inappropriate literature
Bringing the School into Disrepute	<ul style="list-style-type: none"> • Inappropriate behaviour on trips, visits, or fixtures. <p><i>Note: In cases where the behaviour of the pupil warrants it, the pupil will be unable to attend the next fixture or trip.</i></p>

Accrual of Demerits

The form teacher is responsible for monitoring behaviour records and informing the parents when a pupil receives a sanction to ensure the pupil is supported in correcting the behaviour.

Number of Demerits	Consequence
3 Demerits in a term	Lunchtime Detentions for each Demerit issued. Then an additional Friday Detention is served. A Report Card can be issued at any point to support and monitor behaviour. Parents will be informed.
4 Demerits in a term	Parents will be contacted for a discussion. The pupil will have a report card until a satisfactory week of lesson (or social time) feedback is maintained.
5 Demerits in a term	Parents will be invited with their son to speak with the Deputy Head Pastoral. An Internal Suspension will be appropriate at this point. Where a Pastoral Support Plan is thought to be necessary (see Behaviour Relating to SEND section) this will be discussed at this meeting and the SENDCo will usually attend.
6 Demerits in a term	Parents will be invited with their son to speak with a member of the SLT and the Deputy Head Pastoral. An External Suspension will be appropriate at this point. A Pastoral Support Plan (as detailed above) may also be considered.
In excess of 6 Demerits	The parents will meet with the Head and the Deputy Head Pastoral to discuss further temporary or permanent exclusion. See Exclusions Policy for more details.

At the beginning of every new term, any Demerits from the previous term will not be carried over, so pupils have the opportunity of a fresh start.

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

Behaviour relating to SEND and Equal Opportunities

The School is strongly committed to promoting equal opportunities for all, regardless of race, gender, or physical disability or learning difficulty. Further details of our commitment to this can be found in the Equal Opportunities Policy on the School website. Teaching and support staff are fully aware of pupils' SEND needs and seek advice from the SENDCo if they would like support on effectively supporting the behaviour of pupils with SEND.

For some of our pupils, there may be reasons why they require additional and/or targeted support and reasonable adjustments to maintain positive behaviour in the School, these may be of a pastoral, wellbeing or SEND nature. For most pupils who fit into this category, these reasons may not be visible to other pupils. In these cases, the SENDCo and Deputy Head Pastoral will meet with parents to develop a Pastoral Support Plan, which focuses on a proactive approach to supporting behaviour. This may include a differentiated approach to rewarding and/or sanctioning behaviour and different

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methods of tracking behaviour including target cards, or attendance at behaviour support programmes.

External counselling or other support services may be recommended at the parent's expense.

The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Monitoring

The Deputy Head Pastoral monitors patterns and trends on a half termly basis. A summary of Merits and Demerits awarded to pupils in all year groups is presented to SLT to monitor consistency. The data is analysed carefully and is used to monitor the impact of pastoral provision, to help adapt practice and procedure, and to identify staff training needs, etc.

The Head reports termly to the Board of Governors on any significant trends or actions, and always refers to immediately where permanent exclusion is considered.

Behaviour Outside of School

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, social media or messaging platforms, online or offline, will also lead to sanctions being taken. This will be dealt with by the Deputy Head Pastoral and the Safeguarding Team, in conjunction with the parents and pupil(s) involved. 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. Please see Appendix B for the Sports Department Code of Conduct

Anti-Bullying Awareness

A copy of the School's anti-bullying policy can be found on the School 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 **repeat** these acts over a period and the victim is unable to protect himself from the bullying due to ***an imbalance of power***.

We understand that pupils sometimes make poor choices and may exhibit unkind behaviour or age-appropriate conflict, however, we believe that bullying is always unacceptable, and we aim 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. 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. In School, pupils are encouraged to be 'Upstanders' rather than bystanders.

BEHAVIOUR, REWARDS AND SANCTIONS POLICY

No one should have to put up with being bullied or feel that they must 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.

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

Restraint and Searching

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 amongst 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 Head is informed. See Pupil Restraint Policy for further details.

Searching

Where a search is deemed to be necessary, this will be conducted in line with the Physical Intervention Policy. See [Physical Intervention Policy](#) for further details.

Supporting Policies

This policy is supported by the following School policies which are available on the School website:

- [Anti-bullying Policy](#)
- [Cameras and Mobile Phone Policy](#)
- [Child Protection and Safeguarding Policy](#)
- [Counselling](#)
- [Equal Opportunities Policy for Pupils](#)
- [E-Safety Policy](#)
- [ICT Acceptable Use Policy](#)
- [Physical Intervention Policy](#)
- [Special Educational Needs and Disability Policy](#)

Appendix A – Restorative Justice Procedure

Restorative Justice is a process for resolving conflict, focusing on the needs of the victim. It allows the wrongdoer(s) to understand the impact of their actions and encourages them to take responsibility for their actions.

Restorative Justice works by creating a way to see behaviour clearly and its effects on others. It also creates a responsibility to behave better in the immediate future, producing positive outcomes from a negative situation.

A member of the Pastoral team will guide the parties through a process of sharing perspectives, expressing emotions, and finding solutions that repair conflicts and rebuild relationships. The procedure typically involves a meeting where the incident is summarised, giving an opportunity for each party to share their perspective. Each party will be encouraged to express their feelings about the situation and work together to identify potential solutions that would repair harm, rebuild relationships, and restore justice. Once a solution has been agreed by all parties, it is closely monitored by the Pastoral Team and a follow up meeting will be held.

Appendix B – Sports Department Sporting Fixtures Code of Conduct

For the enjoyment of all players, coaches, officials and other spectators in this very important element of life in our school, we have adopted the IAPS Schools Sports Code of Conduct and encourage everyone to remember: -

Code of Conduct for Pupils

All pupils should:-

1. Play for the fun and enjoyment of it, not just to please their parents or coach/teacher.
2. Where rules apply try to learn them and stick to them.
3. Accept decisions; let their captain or coach ask any necessary questions.
4. Control their temper and be a good sport.
5. Remember to respect their opponents and the match officials.
6. Remember that the aim of the game is to have fun, improve skills and feel good. They should not show off nor attempt to score the most points/goals etc.
7. Work equally hard for the team as for themselves. Their team's performance will benefit alongside their own.
8. Treat all players as they themselves would wish to be treated. They should not bully nor take unfair advantage of any player either on their own or on the opposition's side.
9. Co-operate with their coach, team-mates, and opponents – without them there would be no game.
10. Appreciate and respect the adults who make these opportunities possible.

In addition to this code of conduct all pupils at Bickley Park are expected to behave in a manner that maintains and enhances the high reputation of the school. This includes all aspects of the fixture process - which range from travelling on school minibuses or coaches, attending match teas at Bickley and opposition schools, and the match itself where we expect the highest levels of sportsmanship.

Pupils will be rewarded for good behaviour, sportsmanship, manners and performance in a variety of ways including verbal praise; House Points; Merits; Distinctions and end of season awards.

Whilst incidents of poor behaviour do not occur often, if a pupil lets down the high standards of the school by behaving in a way that is contradictory to the above guidelines, then he may face the following sanctions in order to try and help the pupil learn from their mistakes: a conversation from the member of staff to remind them of the expected levels of behaviour; a Lunchtime Demerit; or not being selected for a future match.