



**BICKLEY PARK  
SCHOOL**

# Behaviour Policy

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## Contents

Introduction.....	3
Aims and Values .....	3
Code of Conduct.....	3
The Bickley Park Way.....	3
Involvement of Parents and Guardians .....	5
Involvement of Pupils .....	5
Rewards.....	5
Sanctions .....	6
Rationale .....	6
School Rules.....	6
Anti-Bullying Policy.....	6
How to deal with bullying or other problems.....	7
Behaviour Related to a Disability .....	7
Appendix 1: Behaviour Management System: The Pre-Prep Department .....	9
Rewards System - overview .....	9
Stars and Stickers .....	9
Merit Badges & Certificates .....	9
Extra-Curricular Achievements .....	10
Pre-Prep sanctions .....	10
Appendix 2: Behaviour Management System: The Prep Department.....	12
Rewards System - overview .....	12
Extra-Curricular Achievements .....	12
Positions of Responsibility .....	13
Prize Giving Celebrations .....	13
Prep Department sanctions: .....	13
Level 1: .....	13
Verbal warning.....	13
Demerits/Signature.....	14
Level 2: .....	14
Level 3: .....	14
Level 4: .....	15
Level 5: .....	15
Appendix 3: Pupil Code of Conduct.....	17

## BEHAVIOUR POLICY

Accidental interruption of a lesson.....	17
Behaviour at break and lunch times .....	17
Careless damage to school property and the property of others .....	17
Classroom behaviour .....	18
Conduct inside the School Buildings .....	18
Confiscated property .....	18
Deliberate misuse of other electronic devices during the school day.....	19
Deliberate misuse of a mobile phone during the school day .....	19
Dining Room.....	19
Form Rooms & Locker Areas.....	19
School Handheld Electronic Devices .....	19
Litter.....	20
Mobile phones .....	20
Portable music players.....	20
Sanctions for misuse of electronic devices .....	20
Serious breaches of the electronic device policy.....	20
Use of restraint .....	20
Using electronic devices during the school day.....	21
Vandalism.....	21
Appendix 4: Bickley Park Sporting Fixtures Code of conduct.....	22
Code of Conduct for Pupils .....	22

### 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.

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.

Behaviour management is everybody's responsibility

### 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 boys learn and aimed at motivating them to achieve.
- 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 the Bickley Park Way, derived from our School values, should underpin the manner in which all members of the School community behave.

#### The Bickley Park Way

We believe that we should:

Share.

Be honest.

## BEHAVIOUR POLICY

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 areas 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. Further details of our commitment to this can be found in the Equal Opportunities Policy on the School website.

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

## BEHAVIOUR POLICY

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 through communication, with 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.

### Rewards

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

- an encouraging word
- contacting a pupil's parents (contact book, emails, phone calls)
- through informal classroom reward charts
- a subject teacher informing the pupil's form tutor
- awarding a Community Merit or House Points for particularly helpful behaviour
- a visit to the Assistant Head (Personal Development), or the Head following noteworthy behaviour
- public acknowledgement of good behaviour or helpfulness
- appointment to a position of responsibility
- 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

### 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.

#### 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 Pastoral Manager oversees the Behaviour Policy at Bickley Park, in consultation with the Head, Form Teachers and other members of staff. The sanctions available for breaches of School discipline will vary according to the severity of the incident.

Sanctions issued are intended to be age appropriate. Details of the approach to sanctions, in the respective departments, can be found in the appendices along with more specific guidance to pupils on behaviour expectations in School.

#### Anti-Bullying Policy

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 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. In School pupils are encouraged to be 'Upstanders' rather than bystanders.

## BEHAVIOUR POLICY

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 Pastoral Manager
- The Head

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 will be able to help in this case. The School Y8 ambassadors 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.

### 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 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

## **BEHAVIOUR POLICY**

Pupil Restraint Policy

Special Educational Needs and Disability Policy

This policy also applies to the Early Years Department.

## Appendix 1: Behaviour Management System: The Pre-Prep Department

### Rewards System - overview

#### Stars and Stickers

##### Nursery and Reception:

- In the EYFS Department, stars and stickers are given for good work, behaviour and effort.
- Reception receive Gold Awards in assembly for outstanding effort and/or attainment in individual work, community contribution and demonstrating our Bickley Park Values. By demonstrating these values, they also work to receive extra minutes of privilege time on their individual class behaviour reward charts. Privilege time takes place on a Friday afternoon.

##### Year 1 and 2:

- Stars are given throughout the week for good work, behaviour, effort and demonstration of the Bickley Park School Values by individual pupils. Certificates (20, 40, 80 and 160 stars) are then awarded in weekly assemblies for the accumulation of stars. When the children receive 160 stars (the platinum award) they are presented with a special star badge by the Head of the Pre-Prep.
- Merit badges and certificates are also awarded on a weekly basis to an individual from each class, for achievement and endeavour in a particular curriculum area.
- Ten minutes of Privilege Time on a Friday is also used as a reward for sustained effort and good behaviour. Pupils have the opportunity to earn up to fifteen additional minutes 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. They must work hard to show determination and teamwork to receive additional minutes. Each class will have a special jar, fifteen small marbles and one larger, extra special marble (worth 5 minutes) to show the amount of Privilege Time earned by the class.
- 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.
- House Points encourage the boys to work collaboratively across the entire school. They are given by members of staff who identify children demonstrating The Bickley Park Way and school values. These are given instantly, and the children post them into a tube displayed outside the hall. At the end of each term, the winning house will receive a privilege that they get to enjoy with a member of SLT.

#### 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 Head, or Assistant Head (Personal Development), at a weekly Commendation Assembly.

## BEHAVIOUR POLICY

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

### Extra-Curricular Achievements

Achievements across the four quadrants of learning are recognised in the weekly Head's Achievements Assembly, via the weekly newsletter 'The Beehive', on the School website and in The Quadrant, a magazine that is produced twice yearly.

### Pre-Prep sanctions

Nursery and Reception:

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 behaviour.

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.

Year 1 and 2:

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.
- 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. The privilege of using the device may be removed if these rules are not followed.
- 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 behaviour persists, a warning that the pupil will have a minute removed from their play time will be given. If that warning is not adhered to, then the pupil will miss a minute of their next playtime. At the start of the playtime, those pupils with time off will sit and wait for the amount of time they have lost to lapse. During this time, they will be asked to reflect on what they have

## BEHAVIOUR POLICY

done wrong, why the behaviour was not appropriate and what they should do if a similar circumstance happens in the future. A reminder of the school rules and values will be discussed.

- 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 (Personal Development) and, according to the circumstance, another senior leader is involved at this stage.

Serious instances of misbehaviour will follow the disciplinary process followed in the Prep Department from Level 3 and may lead to 'suspension of a pupil', 'recommendation to leave' and 'permanent exclusion' as outlined.

### Appendix 2: Behaviour Management System: The Prep Department Rewards System - overview

In the Prep Department, Merits and Distinctions are awarded to acknowledge significant academic achievement, alongside House Points; the latter also being awarded to reward completion of House Duties as well as to reinforce positive behaviour and adherence to the school values.

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

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

Distinctions are awarded for

- outstanding effort and/or attainment in individual work
- outstanding performance 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
- effort in classroom activities
- contributions to class discussion or collaborative work

House points are collected in tubes which are displayed outside the Theatre. The team ethic is celebrated when the winning House is rewarded with the House cup, and this is collected by a member of the House Committee. Hou

Merit awards are celebrated with pupils during the House Meeting on behalf of subject and class teachers. In addition, written notification is sent home to acknowledge the pupil's success. The list of merit awards is on display outside of the Theatre.

The Head of Houses presents Distinction Awards at the end of every half term in Achievement Assemblies. Any member of staff can give a Distinction for outstanding work completed within that half term.

All achievements are recorded in Engage and pupils achieving in a number of areas may receive a letter of congratulation, or be invited to attend an acknowledgement and recognition lunch. Those achieving the highest number of reward points will receive an All Rounder Award in the end of year Prize-giving.

#### Extra-Curricular Achievements

Achievements across the four quadrants of learning are recognised in the Head's Assembly, via the weekly news-letter 'The Beehive', on the School website and in The Quadrant, a magazine that is produced twice yearly and via the awarding of 'Colours' for pupils in Year 7 and 8.

## BEHAVIOUR POLICY

### 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 Committee, House Committee, Community Committee, Arts Committee, Sports and outdoors Committee, Academic Committee, Head Chorister, Drama Captain, (appointed for the year); Sports Captains (appointed termly).

Y7: Litter picking teams run on a daily basis in the local area

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 Committee, House Committee, Community Committee, Arts Committee, Sports and outdoors Committee, Academic Committee, Head Chorister, ; Sports Captains ,Lead Chorister, 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 and Prize Giving recognises endeavour and achievement across all four Quadrants of Learning. Special recognition is given to the leavers, especially Year 8.

### Prep Department sanctions:

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.

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:

#### Verbal warning

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 be clearly explained

## BEHAVIOUR POLICY

and the pupil concerned will be clear about what the next sanction is likely to be: a Demerit, which will be recorded in Engage.

### Demerits/Signature

If a pupil continues to behave poorly, following a warning being issued, a Demerit may be awarded.

Where a pupil breaks a School rule an immediate sanction will be issued. The sanction will be issued in line with a clear behaviour scale.

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.

Once a pupil reaches 6 points on the behaviour scale they have reached level 2.

### Level 2:

Each day, Form Tutors will check Engage to track rewards and sanctions. If three Demerits have been awarded in a half term or 6 points accrued, the pupil concerned will receive a Signature.

For more serious behaviours a signature may be awarded immediately. To support fair and consistent behaviour management a number of undesirable behaviours automatically incur a 6 points penalty, such as physical assault or bullying.

Parents will be notified by the Form Tutor, with an explanation about how the pupil will be supported to improve his behaviour. A Signature results in a compulsory attendance of the next Friday detention, which will run between 4:00pm and 5:00pm. Additionally, where the behaviour concerns have arisen in a classroom environment, the pupil will be placed on report card for the next 5 days. The card is generated via Engage and all teachers complete the card to comment on behaviour in line with the area(s) for improvement clearly stated on the card. Poor playground behaviour will also trigger a 5 day report, but this will be monitored via pastoral tracking in Engage.

The Form Tutor monitors the reporting period. The final report will be shared with the parent on completion of the reporting period. The Form Tutor will support efforts by the pupil concerned to improve and address any issues that persist. The reasons for the award of a Level 2 sanction are recorded on Engage, 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.

In the unlikely event that a pupil's behaviour does not improve whilst they are on report, or that a pupil accrues over 12 points in a half term, then level 3 is reached.

### Level 3:

If the pupil receives poor feedback through the week they are on report, they will receive a further Signature. The pupil will attend a further Friday detention and immediately afterwards parents are expected to attend a meeting between the pupil, parents and the Pastoral Manager to plan how to address the matter.

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 Engage along with other supporting information.

## BEHAVIOUR POLICY

In the Pre Prep the form tutor will keep a record of any poor behaviour and this will be fed back to the parents using the contact book or via email either daily, as an issue occurs or in a weekly summary.

At this stage the School counsellor and/or SENCO may also be consulted.

### Level 4:

If the pupil receives poor feedback through the second week they are on report or being monitored in the Pre Prep, a further meeting will be arranged between the Pastoral Manager and the pupil and his parents to review the behaviour. At this stage, the possibility of suspension and further behaviour monitoring may be discussed.

### Level 5:

Should a pupil's behaviour continue to cause concern, or a pupil be involved in a very serious behaviour matter, the Head will call an urgent meeting with the pupil and his parents to address the matter. At this stage, the possibility of suspension, leading to permanent exclusion, or a recommendation to leave, 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 the Pastoral Manager before a decision is made as to what is appropriate. All staff will be informed. The reason for the award of a Level 5 sanction is recorded on Engage, 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 internally for up to 1 day or externally 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 Head. 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 Head, 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

## **BEHAVIOUR POLICY**

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.

## Appendix 3: Pupil Code of Conduct

Our aim is that the Bickley Park Way, derived from our School values, should underpin the manner in which all members of the School community behave.

There are specific behaviour expectations linked to that which are detailed for pupils below.

### 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.

### 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.

At Prep, Ball games are only permitted at lunch time. Trainers must be worn when using the Astro turf or Timber Trail. All games must be tidied away or equipment returned to the staffroom. Chess pieces must be replaced on squares or in the storage box, table tennis bats returned to matron and shoes put on before the final lunch bell rings. Pupils in Y5-8 are then expected to line up in an orderly manner on the junior playground.

As the last year group to lunch, Year 7 should put shoes on immediately after lunch and must not return to the playground. Instead they should look to help to supervise an orderly end to lunch break.

### Careless damage to school property and the property of others

Where behaviour has resulted in damage to School property, such incidents should be reported to the Class teacher, or Form Tutor and the Assistant Head (Personal Development) who (along with the Bursar) will take steps to claim the cost of the repairs from the pupil’s parents.

If another pupil’s property is damaged the class teacher or form tutor will speak to both parents and facilitate an appropriate resolution. The Assistant Head (Personal Development) should be informed.

## BEHAVIOUR POLICY

### Classroom behaviour

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. 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.

Corporal punishment is not used at Bickley Park School.

### 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;
- walk, not run, on paths, in the corridors and staircases;
- use lockers for sports bags and equipment and keep them tidy and well organised;
- open doors for adults and for each other;
- tell a teacher if they notice an adult in the School whom they 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.

### Confiscated property

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

## BEHAVIOUR POLICY

### 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 may be removed from the pupil.

In the case of 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.

### 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 Signature. Depending on the seriousness of the incident, further appropriate action may be taken.

### Dining Room

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

Pupils 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, sitting properly and using appropriate cutlery;
- not take food out of the Dining Hall;
- spend quiet time digesting their meal and not rush out to the playground;
- not waste food.

### Form Rooms & Locker Areas

Form Tutors will monitor the tidiness of the form room spaces and locker areas and remind boys that all their bags need to be placed tidily in corridors, on pegs or in the lockers 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.

### School 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.

## BEHAVIOUR POLICY

Taking photos is not permitted, unless when supervised by a member of staff. Photographs should not be taken of anyone without their express consent.

### 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. Y6 pupils are tasked with the responsibility for keeping the site litter free, taking part in a weekly litter keeping rota organised by their form tutors. Y7 pupils fulfil a community service role by litter picking each morning in the local area. This is managed by the Y7 form tutors and overseen by the School secretary.

### 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 and stored at the School office throughout the School day. Pupils are permitted to make phone calls or send texts in the School building after 4 pm. However, pupils must not use their device without the permission of a member of staff. As with all valuable possessions, parents should ensure that the mobile phone is insured.

### Portable music players

Pupils may not use portable music players, 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: each trip will be considered separately and at the time of organising and risk assessing.

### Sanctions for misuse of electronic devices

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.

### Serious breaches of the electronic device policy

If a member of staff suspects that a serious breach of discipline has occurred, the electronic device must be given to the e-safety officer who is the Acting Head (Academic). 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.

### 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;

## BEHAVIOUR POLICY

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

### Using electronic devices during the school day

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.

Pupils are not permitted to use electronic devices during break or lunchtimes for any purpose other than to read e-books/do AR quizzes if supervised by a member of staff. iPads should be stored responsibly when not in use.

### 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 Pastoral Manager who will take appropriate action.

## Appendix 4: Bickley Park 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 boys 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 demerit; or not being selected for a future match.