



# Pupil Conduct Policy

**Incorporating Rewards & Sanctions and Discipline & Exclusions  
For the whole School including EYFS**

<b>Policy revised by</b>	<b>HM / JPA / SLT</b>
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## The Beechwood Mission

All pupils, staff, parents and governors at *Beechwood Park* understand the School's child-centred core *Mission* as depicted in the *Beechwood Tree*, which is to **Nurture**, **Engage** and **Inspire** all of its pupils.

**Nurture** advocates pupil happiness, wellbeing, fun, enjoyment, community, safety, security and friendship as the rich and fertile soil for the growth of confidence and independence and the development of talents. *Beechwood* is their School; and both their belonging and the individual role that they play contribute powerfully to the School's progress each year. In accordance with Maslow's *Hierarchy of Need*, pupils who feel **nurtured** **engage** influentially in a *Beechwood* education

**Engagement** helps pupils to build **confidence** and **independence** across a broad and challenging academic, co-curricular, pastoral and spiritual education. Pupils incrementally recognise and employ the learning resources available to them, establish increasingly confident dialogue with their teachers and develop both independent and collaborative learning skills. **Engagement** advocates active, child-centred learning, a Growth Mindset, the joy of participation, curiosity, attentiveness, perseverance, determination and ultimately scholarship. Through effective **engagement** pupils **inspire** us with the skills which will prepare them for a future life of learning, discovery and challenge.

**Inspiration** is a two-way process; we inspire in pupils with the skills which will powerfully contribute to their success in future years, and they **inspire** us!

## Beechwood Values

Supporting the School *Mission* are the *16 Core Values* which our pupils elect biennially and which help us to recognise the invisible attributes that define strong communities.

<b>Beechwood Values</b>
Appreciation
Aspiration
Collaboration
Courage
Curiosity
Diversity
Forgiveness
Friendship
Humility
Integrity
Kindness
Patience
Perseverance
Resilience
Respect
Trust

## CONTEXT

All schools, maintained, independent, day, boarding, for all ages of pupils, from EYFS onwards are legally required to have policies which define school expectations of pupil behaviour. This policy is an *ISI Reporting Standard* referencing the:

- a) *Human Rights Act 1998*
- b) *ISI Commentary on the Regulatory Requirements September 2019 (ISI Commentary)*
- c) *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff, DfE, January 2016.*
- d) *Excluding Pupils - A Practical Guide for Independent Schools, Farrer & Co, May 2013.*
- e) *The Education Act 2002, Part 10.*
- f) *The Education (Independent School Standards) Regulations 2014 as amended by the Education (Independent School Standards) Regulations 2018 (ISS Regulations).*
- g) *Independent Schools Standards Guidance for Independent Schools, April 2019*

This policy ensures that the School complies with the *BPS Pupil Equality Policy*, the *BPS Staff Equality Policy* and legal duties under the *Equality Act 2010*, in particular with respect to pupils with SEND.

### Publication

The School makes this policy available on [www.beechwoodpark.com](http://www.beechwoodpark.com). Paper copies are available from the *School Office*.

### Related Policies

Please read this policy in the context of the following policies:

<i>BPS Academic Handbook</i>	<i>BPS Missing Pupil and Non-Collection Policy</i>
<i>BPS Accessibility Plan</i>	<i>BPS Pastoral Care and Welfare Policy</i>
<i>BPS Admissions Policy</i>	<i>BPS PSHEE Policy</i>
<i>BPS Alcohol Policy</i>	<i>BPS Pupil Positions of Responsibility Policy</i>
<i>BPS Anti-Bullying Policy</i>	<i>BPS Pupil Attendance Policy</i>
<i>BPS Child Protection Policy</i>	<i>BPS Pupil Search Policy</i>
<i>BPS Complaints Policy</i>	<i>BPS Pupil Self-Harm Policy</i>
<i>BPS Educational (Off-Site) Visits</i>	<i>BPS Pupil Supervision Statement</i>
<i>BPS Equal Opportunities (Pupils) Policy</i>	<i>BPS Pupil Supervision Policy</i>
<i>BPS EYFS Policy</i>	<i>BPS Relationship &amp; Sex Education Policy</i>
<i>BPS Health &amp; Safety Policy and Procedures Manual</i>	<i>BPS Spiritual, Moral, Social and Cultural (SMSC) Policy</i>
<i>BPS Health &amp; Safety Policy Statement</i>	<i>BPS Staff Behaviour Policy</i>
<i>BPS Learning Support Policy</i>	<i>BPS Statement of Boarding Principles &amp; Practices</i>

### Exemplary Conduct

Our *Mission*, to **Nurture**, **Engage** and **Inspire** pupils and our 16 *School Values* promote 'exemplary pupil conduct' (as identified and defined in the *Independent Schools Inspectorate* report on *Beechwood* in March 2019). Our pupils' conduct is 'exemplary' because they recognise the benefits of:

- The School's shared *Mission* and *Values*;
- A child-centred learning culture with well-judged educational *pace, variety and challenge*;
- Working in partnership with the School to ensure a relaxed, supportive, fair and focused learning environment for all members of the community.

This policy therefore does not impose a rigid disciplinary code but supports every member of our community, at all times, across all areas of our educational provision, on and off-site and in both the real and virtual worlds, to promote The *Beechwood Mission* and *Values*.

### Incremental Responsibility

*Beechwood* pupils develop an increasing awareness of their individual and collective pastoral responsibilities as they grow, building strong relationships with others, developing independence, confidence and character.

They learn that responsibility and trust are both inextricably bound and come to recognise the differences between those risks that will harm them and those which help them to develop a *Growth Mindset*.

Our pupils learn that educational engagement comes from within and confidently rise to the breadth and depth of the School's educational challenges. *Beechwood* pupils do not engage because they are made to, they engage because they want to, in pursuit of the development of independent skills which prepare them for a future life of learning.

### **Parents**

Parents and guardians in accepting a place for their pupil at *Beechwood*, undertake to uphold the School's policies and regulations, including this policy, when they sign the *Parent Contract*. They agree to support the School's *Mission*, *Values* and policies at all times, across all areas of the School's educational provision, on and off-site, in both the real and virtual worlds. This includes matters relating to attendance, punctuality, conduct, the School's codes of uniform, dress and appearance, academic expectations, co-curricular activities and homework/independent study.

The School is always responsive and open-minded to suggestions from parents and will always act in a spirit of fairness to all pupils.

### **Staff**

In accordance with the *BPS Staff Behaviour Policy*, *Beechwood* staff (including employees, contractors, sole traders and volunteers) understand that they are role models in a unique position of influence over young people. They support and actively promote the School's *Mission* and *Values* at all times, across all areas of the School's educational provision, on and off-site, in both the real and virtual worlds.

### **Safeguarding**

All staff understand their legal duty as set out in the *BPS Child Protection Policy* actively to promote the safeguarding of all pupils and protect them from harm. They also understand their responsibilities as set out in the *BPS Anti-Bullying Policy*, to ensure that all pupils are happy to learn, free of bullying, harassment, victimisation and discrimination and treated fairly and equally. Please refer to the *BPS Equal Opportunities Policy (Pupils)* for further information.

### **Respect**

*Beechwood's* systems of rewards (and sanctions) promotes a calm yet focused learning community in which every pupil plays a part and every pupil has a voice. Staff treat pupils, parents and carers professionally and respectfully at all times; they never demean, embarrass, humiliate or undermine pupils, their parents or carers, or adopt outmoded, top-down, hierarchical, didactic discipline and never shout or demean, use sarcasm, make jokes at the pupils' or their parents' expense or discriminate against or favour pupils or their families.

*Beechwood* staff collaborate with pupils to achieve 'exemplary conduct' through a positive, supportive, empathic, and collaborative ethos in support of each pupil's developing confidence and independence. They understand that pupils make mistakes but also teach them the skills to rectify mistakes as an essential part of their education.

### **A Listening School**

*Beechwood* is a 'Listening School' and in alignment with its *Mission* and *Values*, the School encourages pupils to discuss any matters that are troubling them with their teachers in the first instance so they can help without delay and to discuss their concerns with their parents or carers. Curricular and co-curricular lessons, assemblies, Form Periods, PSHEE and Future Skills lessons, lunchtimes and boarding nights all provide opportunities both for staff to reinforce the School's expectations of pupil conduct in the context of *Beechwood* and the wider world and to listen to pupils' concerns.

### **Rewards**

Staff understand their responsibilities as set out in this policy and have a consistent and fair approach to ensuring exemplary pupil conduct. They endeavour at all times to reward pupils generously for 'exemplary conduct' and always make the reason for giving the reward clear with the intention that

other pupils will follow suit. Wherever possible, staff refer to the *Beechwood Mission* and *Values* when rewarding pupils.

Staff reward pupils in the following ways:

- Praise and encouragement;
- An approving look or gesture;
- Verbal praise and encouragement, individually, in class and assemblies;
- Celebratory report comments;
- A tick, pink highlighter (for tickled pink!), positive comment, sticker, smiley face on work;
- Credits (Y3 - Top) leading to awards and vouchers;
- Head's Commendation Certificates (3 Credits each);
- Displaying work in class or on the WOW! Board or on the Artist of the Week easel;
- A House Counter when pupils arrive at their music lesson or activity on time and with all the right equipment, as part of the Inter-House *Ready, Steady, Music* competition;
- Celebrating achievements with parents;
- Golden Time (in the Junior Department, Years 3 and 4);
- Cups and badges and other awards;
- Speech Day prizes.

### **Communication**

Staff raise concerns about pupils' conduct at Year Group Meetings, AHoD / CCHoD and PHoD meetings, *Woodlands, Junior, Middle and Senior Department* meetings, *Congo* and *Pupil Progress Meetings*. Staff will always inform the pupils' *Form Teacher* before raising any matter relating to them in a public forum. The chair of the meeting is trained to identify the pupils' needs, to put appropriate and age-appropriate supportive interventions in place and to review these at the next meetings.

### **Staff**

- Treat pupils fairly, with respect and understanding in accordance with the School's *Mission* and *Values*;
- Raise concerns about pupil conduct without delay;
- Record rewards and sanctions on iSAMS;
- Report incidents of bullying without delay in line with the *BPS Anti-Bullying Policy*;
- Build open communication and partnership with parents;
- Keep line managers and SLT informed of ongoing pupil conduct concerns;
- Report conduct issues that occur online;
- Support pupils to develop their own core values;
- Do not humiliate pupils or hand out blanket punishments;
- Supervise pupils at all times in accordance with the *BPS Pupil Supervision Policy*.

### **Form Teachers**

PHoDs delegate the day-to-day management of pupil conduct through *Heads of Year* (HoYs) to *Form Teachers* who have primary educational responsibility for all pupils in their class or form.

### **Pastoral Heads of Department (PHoDs)**

The DHP works closely with the other three Pastoral Heads of Department (hereafter PHoDs), the *Head of the Junior Department*, the *Head of the Middle Department* and the *Head of the Senior Department* to ensure exemplary pupil conduct across the School.

### **Deputy Head (Pastoral)**

In accordance with the *BPS Pastoral Policy*, the *Deputy Head (Pastoral)*, hereafter 'DHP', leads and manages all aspects of the School's pastoral provision, analysing pastoral data, identifying effective pastoral interventions, measuring their impact and reporting back to the *Senior Leadership Team* and the *Pastoral Care and Welfare Committee* (PC&WC) and the *Full Governing Board* (FGB).

### **The Head**

The *Head* is responsible under DfE Guidance *Behaviour and Discipline in Schools* (updated 2016) to implement the *BPS Conduct Policy* consistently throughout the School, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the *Head* to ensure the health, safety and welfare of all pupils in the School.

The *Head* supports the *DHP* ensuring that all staff understand their responsibilities to promote exemplary conduct.

The *Head* keeps records of all reported incidents of serious poor conduct and administers any Appeal process.

### **Governors**

Governors oversee, through the *Chair of the Pastoral Care and Welfare Committee*, the effective implementation of this policy, ensuring that all members of the School community understand their roles and responsibilities.

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## JUNIOR DEPARTMENT (INCLUDING WOODLANDS NURSERY)

*Beechwood* recognises that *Junior Department* pupils are young and inexperienced in managing their own conduct and their relationships with others. The *Junior Department* therefore provides an environment in which all pupils can learn how to develop exemplary conduct. *Junior Department* staff focus their pastoral teaching exclusively on actively rewarding good conduct; when pupil conduct falls below expectations, they use this an opportunity for pupils to learn and improve. *Junior Department* children follow Jenny Mosely’s Golden Rules to guide them in making the right choices.

### Rewarding Exemplary Pupil Conduct

*Junior Department* staff recognise and reward exemplary conduct in the following ways:

Reward	Rewarded for:	Description
Lolly Sticks	Nurturing, Engaging or Inspiring or demonstrating the School’s Values	Reception Form Teachers collect lolly sticks in a jar for each pupil for conduct in line with the School’s <i>Mission</i> and <i>Values</i> . The pupil with the most lolly sticks at the end of every week becomes <i>Star of the Week</i> .
Star of the Week		Reception Form Teachers award <i>Star of the Week</i> as above. Pupils take home the class cuddly toy for the weekend, celebrating the exciting things that they and the cuddly toy have done on Monday morning. The Form Teacher displays the evidence the pupil brings in for one week in the classroom. <i>Stars of the Week</i> are recorded on Tapestry.
Golden Time		Each pupil begins the week with twenty <i>Golden Minutes</i> for pupil-initiated activities on Friday. Pupils with poor conduct lose minutes according to the level of poor conduct and age of the pupil and Form Teachers record loss of minutes on iSAMS.
Fish!		Reception Form Teachers display an aquarium with lots of brightly-colored fish in it. Each represents a pupil and the fish move up and down the tank depending on the level of their conduct.
Conduct Ladders		Year 1 and 2 Form Teachers display a ladder with lots of pegs on it. Each represents a pupil and the pegs move up and down the ladder depending on the level of their conduct.
Praise Tickets		<i>Form Teachers</i> place tickets into a pot and each week randomly select tickets. Pupils choose a small reward.
Marble Jar		<i>Form Teachers</i> add a marble to the jar when pupils demonstrate outstanding engagement or achievement. When the jar is full, the whole class receives a reward.
Stickers and Praise Bees		<i>The Assistant Head (Junior)</i> rewards children who have been brought to her for outstanding academic achievement or exemplary behaviour with Praise Bee certificates and stickers.
Head’s Commendations		<i>Form Teachers</i> reward pupils as detailed on Page 10.

*Junior Department* staff also reward pupils for more specific academic engagement and attainment through the use of other awards detailed in the *Junior Department Handbook for Staff and Parents*.

## MIDDLE AND SENIOR DEPARTMENTS

### Rewarding Exemplary Conduct

#### House Points

Staff are generous in their awarding of *Credits* to pupils across the academic, co-curricular and pastoral areas of School life. They rarely hand out *Debits*, which are used in Years 5, 6, 7 and in the Top Form; in Year 4 they may only be used under exceptional circumstances and in discussion with the Form Teacher.

They award *Credits* (and *Debits*) according to the following criteria:

<i>Credits</i>	Criteria
Nurture	Excellence in upholding and promoting the Beechwood Mission and Values.
Engage	Excellent independent or collaborative engagement or progress.
Inspire	Outstanding achievement.

<i>Debits</i>	
Nurture	Falling short of the Beechwood Values.
Engage	Under-engagement.
Inspire	Under-performance.

Staff either

1. Enter *Credits* and *Debits* immediately into iSAMS filling out all of the required fields **OR**
2. Make a note of **Nurture**, **Engage** or **Inspire** *Credits* and *Debits* in their mark book, filling out all required fields in iSAMS within a week.

#### Head's Commendations (HMCs)

Staff award *Head's Commendations* as follows:

##### Nurture Commendations

These recognise a pupil (or pupils) who have **significantly exceeded your expectations** in demonstrating the School **Values** or a significant act (or a series of acts) of **nurturing**.

##### Engage Commendations

These recognise a pupil (or pupils) who have **significantly exceeded your expectations** in outstanding **attitude** or **approach** to **individual** or **collaborative engagement**.

##### Inspire Commendation

These recognise a pupil (or pupils) who have **significantly exceeded your expectations** in outstanding **achievement**.

*HMCs* are in the staff room under the central bank of pigeon holes.

Staff nominating an HMC

1. Complete a paper HMC certificate with the following:
  - a) Pupil Name
  - b) The reason for it being awarded
  - c) The date.
2. Record the *HMC* on iSAMS within one week. (iSAMS automatically awards the pupil three credits per *HMC*)
3. Gives the *HMC* to the *Head's Secretary*; (Sometimes staff arrange with the Head's Secretary for the child to come and show the HMC to the HM).

The Head celebrates their achievement with them, signs the certificate, copies it for the **Wow! Board** and hands the certificate to the pupil in the next available assembly.

### **Form Teacher Weekly Review**

*Form Teachers* review the number of *Credits* and *HMCs* that their tutees receive weekly, thereby fulfilling the regulatory requirement that the School makes a record of all conduct management issues. They encourage pupils with the fewest *Credits* to gain more.

### **Middle Department Half Termly Review**

According to the number of credits they accumulate, every half term, *Middle Department Form Teachers* award pupils bronze, silver and gold *Credit Badges* and *Credit Certificates*, recording the award on iSAMS. They encourage pupils with the fewest *Credits* to gain more.

### **Senior Department Credit Review**

In the *Senior Department*, the *Head of the Senior Department* reviews credits weekly and sends praise messages home whenever pupils have reached 10 credits or more in a week. This achievement is also celebrated in assemblies and the Senior Department section of the newsletter. The *Head of the Senior Department* also arranges celebratory lunches with the Head when pupils have received the most credits in their year group. The *Head of the Senior Department* emails Form Teachers each week with a breakdown of the Credits awarded and asks Form Teachers to encourage pupils with the fewest *Credits* to gain more. The *Head of the Senior Department* also emails Senior Department teachers to draw their attention to pupils who have received little or no credits that week.

### **PHoD Review**

*Pastoral Heads of Department* audit the number of *Credits* that staff allocate and that pupils in their department receive termly and usually delegate this role to a member of their department. They will encourage pupils with the fewest *Credits* to gain more.

### **House Review**

*House Staff* and *House Captains* also review *House Credits* (and *Debits*) with the rest of their houses at house assemblies and celebrate through a round of applause and comments

- a) those pupils who have contributed strongly to the house and
- b) those pupils who have significantly improved.

The *Head of House* does not publicly highlight poor scores but will often speak privately to a pupil to encourage them to achieve higher scores.

### **Deputy Head Review**

The *Deputy Head (Pastoral)*

- a) Publishes weekly *House Points* totals on the *Head's Assembly Notices* (Monday)
- b) Audits *House Points* termly, reporting back findings to the *Senior Leadership Team* and to the *Pastoral Care and Welfare Committee*.
- c) Identifies the ten pupils with the lowest *House Point* totals and recommends action to the pupil's PHoD or *Form Teacher*.

### **Head's Assembly (Monday)**

The DHP publishes weekly *House Point Totals* at the end of every *Head's Assembly*, the *Head* announces the *House Points* in reverse order and the pupils and staff applaud the winning House for that week.

At other times, the DHP publishes the results of other *House Points Totals*, including points specifically awarded for Dining Room Leadership, House competitions and events, quizzes and challenges.

### **The Clan Shield (Termly)**

At the end of each term, the DHP publishes the total number of *House Points* achieved by each House during the *End of Term Assembly*. He provides the *Head* with a list of the winning houses in reverse rank order. The *Head* then announces the *House Points Totals* in reverse order to rapturous applause for the winning House.

## MANAGING POOR PUPIL CONDUCT

The following sections detail the processes by which staff manage pupil conduct concerns.

### Context

The DfE states (*DfE Guidance Behaviour and Discipline in Schools*):

*‘Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil’s property and detention. Head teachers can also decide to exclude a pupil for a fixed period (to suspend) or to permanently exclude them.’*

The law allows teachers to discipline pupils whose conduct falls below the standard reasonably expected of them; this means that if a pupil does not behave in accordance with the School *Mission* or *Values*, or fails to follow an instruction of a member of staff, teachers can manage the pupil’s poor behaviour. To be lawful, the management of poor behaviour must satisfy the following **three** conditions:

1. The decision to manage poor pupil conduct must be made by a paid member of School staff or a member of staff authorised by the Head;
2. The decision to manage the poor pupil conduct and the measures taken must be made on the School premises or while the pupil is under the charge of the member of staff; and
3. Management of poor conduct must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and must be **reasonable in all circumstances**.

### Beechwood’s Management of Poor Pupil Conduct

*Beechwood* staff endeavour wherever possible to manage poor pupil conduct by rewarding improvements in pupil behaviour and sometimes by withholding rewards or privileges. Staff manage poor pupil conduct in the following ways:

- A disapproving look or gesture;
- Repeated instructions;
- A member of staff will help the pupil to think about what they have done and how they can put it right;
- Stopping participation in an activity;
- A private verbal reminder of acceptable behaviour / reprimand;
- Preventing a pupil from taking part in a specific activity (or break, trip or match);
- Withdrawal of a privilege;
- Increased monitoring;
- A Debit;
- Prompting of an apology, verbal or written (an apology is not a punishment; it is part of the restorative process when a pupil admits to a mistake and attempts to rectify it);
- The teacher politely asks the pupil to stop acting inappropriately;
- Advisory School reports, (Please refer to the *BPS Academic Handbook for Staff and Parents*);
- Poor Engagement Grades, (Please refer to the *BPS Academic Handbook for Staff and Parents*)
- An absence of:
  - a) praise and encouragement, individually, in class and assemblies;
  - b) ticks, comments, stickers, smiley faces on work;
  - c) credits (Y3 - Top), awards and vouchers;
  - d) *Head’s Commendations* (3 Credits each) (see above)
  - e) Golden Time (in the *Junior Department* and *Years 3 and 4*);
  - f) Displayed work in class, on the WOW! Board! or on the Artist of the Week easel; (Please refer to the *BPS Academic Handbook for Staff and Parents*)
  - g) Cups and badges and other awards. (Please refer to the *BPS Academic Handbook for Staff and Parents*)

## 1. First Warning

### Staff will:

- a) Explain to the pupil the nature of the poor conduct and its effect on them and others;
- b) Consider any specific learning or behavioural needs which the pupil might have;
- c) Consider referring this pupil to the *Learning Support Department*;
- d) Ensure an apology from the pupil and an undertaking that they will not repeat it;
- e) Warn the pupil that repetition of the poor conduct will result in a Second Verbal Warning;
- f) Make a note on the whiteboard or on a post-it given to the pupil, and in their mark book.

## 2. Second Warning

### Staff may need to resort to using a **Second Warning** about their behaviour. Staff will:

- a) Explain to the pupil the nature of the repeated poor conduct and its effect on them and others.
- b) Consider any specific learning or behavioural needs which the pupil might have;
- c) Consider referring this pupil to the *Learning Support Department*;
- d) Ensure another apology from the pupil and another undertaking that they will not repeat it.
- e) Warn the pupil that a further repetition of the poor conduct will result in a Third Warning.
- f) Make a note on the whiteboard or on a post-it given to the pupil and in their mark book.

## 3. Third Warning

### If needed, staff will:

- a) Consider whether the pupil's conduct warrants a temporary removal of the pupil from the classroom if he/she is disrupting the teaching or learning or others.
- b) Consider any specific learning or behavioural needs which the pupil might have;
- c) Consider referring this pupil to the *Learning Support Department*;
- d) Consider that a Third **Warning** constitutes a **Pupil Conduct Concern**, as follows:

## 4. Pupil Conduct Concern

### Staff will always seek to manage concerns about a pupil's conduct informally. Staff will:

- a) Consider any specific learning or behavioural needs which the pupil might have;
- b) Consider referring this pupil to the *Learning Support Department*.

### Staff will then arrange to talk to the pupil individually and in order to discuss the incident of poor conduct further with them, support them to identify:

- a) The nature of the poor conduct;
- b) Its effect on themselves and others;
- c) Any motivation for the poor conduct;
- d) Whether and to whom an apology is required (possibly in writing);
- e) How to undertake that there will be no repetition of the poor conduct;
- f) The consequences of repeated poor conduct;

### Staff will then:

- a) **Report** the incident to the pupil's *Form Teacher*;
- b) **Record** the incident on the School MIS (iSAMS) uploading any supporting documentation.
- c) Consider **reporting** this matter to the pupil's parents.

## 5. Repeated or Significant Pupil Conduct Concerns

Where repeated (more than one **Pupil Conduct Concern** per half term) or more **significant conduct concerns** arise, staff always inform the pupils' *Form Teacher*. The member of *Staff* and the *Form Teacher* will decide between them who will manage this stage.

### Staff or the Form Teacher will:

- a) Consider any specific learning or behavioural needs which the pupil might have;

- b) Consider referring this pupil to the Learning Support Department.

Staff or the Form Teacher will then discuss the incident of poor conduct with the pupil individually, supporting them to identify:

- a) The nature of the repeated or significant poor conduct;
- b) Its effect on themselves and others;
- c) The possible motivation for the poor conduct;
- d) Whether and to whom an apology is required (possibly in writing);
- e) How to undertake that there will be no repetition of the poor conduct;
- f) The consequences of repeated poor conduct.

Staff or the Form Teacher will then:

- a) **Report** the incident to the pupil's Form Teacher and
- b) **Record** the incident on the School MIS (iSAMS) uploading any supporting documentation, copying in the Form Teacher;
- c) **Report** this matter to the pupil's parents, preferably in person.

## 6. Referral to HoY/PHoD

Where a pupil's **repeated or significantly poor conduct continues**, the pupil's *Form Teacher* refers this matter to the *HoY* (where one exists) or to the *PHoD* in writing, explaining

- a) The nature of the **repeated or significant** poor conduct;
- b) Its effect on the pupil concerned and on other pupils and staff;
- c) Any possible motivation for the poor conduct;
- d) Whether the pupil has made an apology;
- e) Any pupil undertakings that there will be no repetition of the poor conduct;
- f) The consequences of repeated poor conduct as explained to the pupil (and parents).

## 7. Pupil Conduct Meeting

The *Form Teacher*, with advice from the *HoY* or *PHoD*, will:

- a) Consider any specific learning or behavioural needs which the pupil might have;
- b) Consider referring this pupil to the *Learning Support Department*.
- c) Consider asking the *HoY* or *PHoD* to attend this meeting.

The *Form Teacher* will then **in writing** invite the pupil's parents (and in some case the pupil and *HoY* or *PHoD* to attend a *Pupil Conduct Meeting* which seeks to:

- a) Enlist early, supportive and close dialogue between home, pupil and School;
- b) Identify any motivations for **repeated or significant poor pupil conduct**;
- c) Put in place **interventions** both in School and at home which will improve pupil conduct;
- d) Identify a date for a **Pupil Conduct Review** meeting.

The *Form Teacher* will then:

- a) **Record** the meeting in a letter to the pupil's parents;
- b) **Record** the meeting on the School MIS (iSAMS) uploading any supporting documentation and copying in the *Form Teacher*;
- c) **Remind** parents about the date of the **Pupil Conduct Review Meeting**.

## 8. Pupil Conduct Review Meeting

The *Form Teacher* will then invite the pupil's parents (and in some case the pupil and *HoY* or *PHoD*) to attend a **Pupil Conduct Review Meeting** which reviews the pupil's conduct, setting further targets as necessary.

The *Form Teacher* will then **Record** the incident on the School MIS (iSAMS) uploading any supporting documentation, copying in the *HoY* and *DHP*.

The *Form Teacher* in consultation with the *HoY* or *PHoD* will set a date for further *Pupil Conduct Review* meetings if necessary.

## 9. Referral to DHP

Where a pupil's **repeated or significantly poor conduct** continues, the pupil's *HoY / PHoD* refers this matter to the *DHP* in writing, explaining:

- a) The nature of the **repeated or significant poor conduct** and the lack of improvement thereof;
- b) Its effect on the pupil concerned and on other pupils and staff;
- c) Any possible motivation for the poor conduct;
- d) Whether the pupil has made an apology;
- e) Any pupil undertakings that there will be no repetition of the poor conduct;
- f) The consequences of repeated poor conduct as explained to the pupil (and parents.)
- g) The sequence of pupil management measures already put in place and recorded on the School MIS.

## 10. Deputy Head Referral

The *DHP* will discuss this matter with the *Form Teacher*, *Head of Year*, *PHoD* and other key staff and

- a) Consider any specific learning or behavioural needs which the pupil might have;
- b) Consider referring this pupil to the *Learning Support Department*;

The *DHP* will then invite the pupil's parents (and in some case the pupil, *Form Teacher*, *HoY* or *PHoD*) to attend a **Pastoral Conduct Review Meeting** which reviews the pupil's conduct, setting further targets as necessary.

The *Form Teacher* will then **Record** the incident on the School MIS (iSAMS) uploading any supporting documentation, copying in the *HoY* and *DHP*.

The *Form Teacher* in consultation with the *HoY* or *PHoD* will set a date for further *Pupil Conduct Review* meetings if necessary.

Please refer to **MANAGING SERIOUS MISCONDUCT** for information on further steps.

### Recording of Sanctions

Form Teachers record all sanctions on iSAMS, which ensures that the School maintains a register of all sanctions. Where the sanction imposed is exclusion, required removal or suspension, the School will place a written report on the investigation on the pupil's file. Details of the exclusion, required removal or suspension will be recorded on the pupil's file.

### Corporal Punishment

The Head makes clear to all new members of staff to *Beechwood* through the induction programme that corporal punishment is prohibited for all pupils in maintained and independent schools and its use would ordinarily result in a crime being committed; a threat to use corporal punishment may constitute assault and the defence of reasonable chastisement is not available to School staff. The prohibition includes the administration of corporal punishment to any pupil, during any activity, whether on or off School premises. The prohibition applies to 'all members of staff' who have a *Statutory Duty of Care* to all pupils, including unpaid, volunteer supervisors and therefore all adults working on site.

### Restraint

Any physical restraint is only permissible when a pupil is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. The DSL or DDSL informs the pupil's parents of any physical restraint used on their pupil on the same day or as soon as reasonably practicable afterwards.



**Confiscation of Inappropriate Items**

The *Head* permits any member of the Beechwood staff to confiscate any item in the possession of a Beechwood pupil which may be distracting to others, dangerous or contrary to the School's *Mission and Values*.

**Searching Pupil Property.**

Please refer to the *BPS Search Policy*.

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## MANAGING SERIOUS MISCONDUCT

A pupil or parent's serious misconduct can have serious consequences on other members of the School community. Where an incident is reported to the School of a pupil's poor behaviour onsite or offsite, the School will investigate the incident (s) and act accordingly.

The School will immediately report onsite or offsite criminal activity to the Police and confiscate drugs and weapons and hand them over to the Police.

If the School believes a pupil may have taken drugs then the School will seek immediate medical advice and will involve the Police and *Children's Services* as necessary.

Other agencies, for example *Children's Social Care*, may also be notified where necessary and appropriate to the facts of the case.

### Serious Pupil Misconduct Meriting Permanent Exclusion

A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion (including behaviour or conduct outside of School) includes the following:

- Physical assault against pupils or adults;
- Behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- Verbal abuse/threatening behaviour against pupils or adults;
- Bullying, in accordance with the *BPS Anti-Bullying Policy*;
- Committing a criminal offence;
- Fighting;
- Abuse on the grounds of race, religion/belief, disability, SENs (etc.) or any form of unlawful discrimination;
- Sexual harassment or misconduct, including youth-produced sexual imagery;
- Drug and alcohol misuse (including supply/possession/use);
- Damage to property;
- Vandalism or computer hacking;
- Theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- Wilful damage to property;
- Possession of our distribution of illegal, inappropriate or dangerous items into School, such as drugs, weapons, firearms, pornographic material etc;
- Misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- Misconduct which brings or is likely to bring the School into disrepute; and
- Persistent disruptive behaviour or breaches of the *BPS Pupil Conduct Policy* or School Rules.

### Serious Parent Misconduct

As set out in the School's *Terms and Conditions of the Parent Contract*, the School may require the exclusion of a pupil in circumstances where the *Head* considers in their discretion that the behaviour or conduct of a parent is unreasonable. A non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds of unreasonable parental behaviour includes the following:

- Treating the School or a member of staff unreasonably;
- Making a malicious allegation about a member of staff or the School;
- Communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
- Behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community;
- Behaving in a manner which brings (or is likely to bring) the School into disrepute;
- Behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) a pupil's progress at the School; and
- Breaching the *School's Terms and Conditions (Parent Contract)*.

The School reserves the right to impose sanctions for parental behaviour falling short of exclusion including but not limited to placing restrictions on a parent's access to School or School events, communications with the School and/or the imposition of a warning (up to and including a final written warning).

### **Internal Exclusion**

There are occasions where an internal exclusion is the most appropriate course of action. This is when a *Form Teacher* removes a pupil from break times (including lunch breaks) for a period of time. The purpose may be protection of others following a case of bullying and / or when the poor conduct has been specifically linked to break times. This action may follow on from other measures to manage poor conduct where conduct has not improved. Where this poor conduct has occurred on School matches / trips the *Form Teacher* may apply an internal suspension during a future match or trip. With an internal exclusion the *Form Teacher* will find a suitable supervised venue for the pupil.

### **Fixed Term Exclusion**

If a pupil's conduct is so poor that it warrants a more severe sanction than a debit or other measures to manage poor conduct, or internal exclusion, then the DHP may give the pupil a *Fixed Term Exclusion*. The *Head* must approve this sanction and they will inform the Chair of the *Pastoral Care and Welfare Committee*.

A *Fixed Term Exclusion* will only occur after the *Form Teacher* has carefully investigated the facts of the case or if there is an immediate significant risk to other members of the *Beechwood* community, and reported back to the DHP. The DHP will contact parents to inform them of the issue and of the decision; the DHP will write a letter confirming the decision. The DHP will place a copy of this letter on the pupil's file and will make a reference on iSAMS.

### **Exclusion**

As set out in the School's Parent Contract Terms and Conditions, the *Head* may in their discretion suspend or, in serious or persistent cases, exclude a pupil from the School if the *Head* considers that the child's conduct or behaviour (including conduct or behaviour outside school) is unsatisfactory and the suspension or exclusion is in the School's best interests or those of the child or other pupils.

This policy sets out above examples of offences likely to be punishable by suspension or exclusion. These examples are not exhaustive and the *Head* may decide that suspension or exclusion for a lesser offence is justified where there has been previous misbehaviour. All aspects of the pupil's record at the School may be taken into account.

The *Head* may in their discretion require parents to remove their child from the School if the *Head* considers that the behaviour or conduct of parents (or the behaviour or conduct of one of the parents) is unreasonable; and/or adversely affects (or is likely to adversely affect) their child's or other children's progress at the School, or the wellbeing of School staff; and/or brings (or is likely to bring) the School into disrepute; and/or is not in accordance with the parents' obligations under the Parent Contract Terms and Conditions.

If the *Head* believes that a pupil's conduct or behaviour may result in suspension or exclusion or that the behaviour or conduct of parents (or one parent) is unreasonable and/or adversely affects (or is likely to adversely affect) their child's or other children's progress at the School or the wellbeing of School staff; and/or brings (or is likely to bring) the School into disrepute; and/or is not in accordance with the parents' obligations under the Parent Contract Terms and Conditions which may result in the removal of a pupil they will:

- Apply any sanctions fairly;
- Ensure a full review of all aspects of the case;
- Inform parents as soon as reasonably practicable, verbally and then in writing of this decision, if a complaint or allegation under investigation is of a nature that could result in the pupil being excluded.

- Meet with the pupil and their parents (or in circumstances involving the possibility of the pupil's required removal on the grounds of unreasonable parental conduct, the parents).

If the *Head* considers that further investigation is needed, they may need to adjourn the meeting, explaining the reason for the adjournment to the pupil / parents.

Following the conclusion of the meeting the *Head* will reach their decision on the balance of probabilities. The *Head* will communicate their decision in writing within **five working days** from the meeting.

Please note that exclusion / required removal may also be imposed by the School as a sanction for a series of minor misdemeanours.

The School reserves the right to require the pupil to remain away from School as a neutral act during an investigation procedure. Alternatively, the School may place the pupil under a segregated regime on School premises.

### **Reviews of Exclusion / Required Removal**

Parents are entitled to have any decisions taken by the School and or the Head to suspend, exclude or require the removal of a pupil reviewed. Any such review shall be governed by the School's Complaints Procedure.

The pupil will not be permitted to attend the School in the period in which any request for a review must be made or pending the conclusion of the review process,

If a decision is taken by the parents to withdraw the pupil, the parents will waive any right to a review of that decision under the Complaints Procedure.

For the purposes of this policy 'working days' refers to weekdays (Monday to Friday) during term time, excluding bank holidays and half term.

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## BOARDING CONDUCT

The *Boarding Team* operates at all times, on or off site in accordance with the *BPS Pupil Conduct Policy*. *Boarding Staff* actively acknowledge, praise and reward exemplary boarder conduct which aligns with the School's *Mission* or *Values*. The *Boarding Team* do not issue Credits (or Debits), which ensures that staff treat boarders in the same way as day pupils who go home.

The *Head of Boarding* is responsible for the management of all aspects of pupil conduct and publish a list of expectations of conduct and example sanctions in the *Boarding House* and in the *Boarding Handbook for Parents* and *The Boarding Handbook for Staff*.

### Rewarding Exemplary Conduct in Boarding

The *Boarding Team* model and nurture the development of confidence, independence, altruism and generosity and have boarding-specific rewards and sanctions, as detailed below:

#### Tuck

Boarders earn tuck for good engagement in prep time, and therefore when they complete prep appropriately, *Boarding Staff* give the boarders *Tuck*.

#### Boarding Dojos

When boarders support the School's *Mission* and *Values*, *Boarding Staff* reward them with a *Dojo*, which *Boarding Staff* record electronically. At the end of the term, considering the number of boarders per dorm and the number of nights pupils board, the *Head of Boarding* treats the winning dorm to a meal at a restaurant.

The *Boarding Team* reward boarders with a *Dojo* for a range of reasons such as: Being helpful, Kindness to others, Excellent attitude, Good music practice, In bed on time, Reading before bed, Reading record signed, Settling into prep session, Working hard in prep, Working extra hard in prep, Tidiness.

#### Boarder of the Week

Each week, boarders nominate a fellow boarder for *Boarder of the Week* for living in accordance with the School *Mission* and *Values*. The *Head of Boarding* hands out the awards at breakfast on Friday mornings, which entitles the boarder and a friend have a free pass to the front of every queue in boarding for a week and records these awards on iSAMS.

### Managing Poor Behaviour in Boarding

#### Restorative Practice

The *Head of Boarding* trains all boarding staff to resolve issues using restorative practice, that seeks to repair harm caused to property and relationships. This nurturing approach enables boarders to reflect on their behaviour and choose appropriate reparation between themselves.

Additionally, *Boarding Staff* use the following measures to manage poor conduct:

#### Warnings

*Boarding Staff* always provide a warning to the boarder before applying any sanction.

#### Time Out

In situations of boisterous or difficult behaviour, *Boarding Staff* take the boarder aside and discuss their poor conduct, warning them that any further warning will result in them being removed from the activity so they can reflect on and improve their conduct.

Staff also use *Time Out* after 'lights out' when a boarder is misbehaving or talking. A member of the *Boarding Team* takes the boarder aside and discusses their poor conduct and how to improve their conduct, warning them that any further warning will result in them going to bed early on a given number of nights or being removed from the dorm.

*Boarding Staff* report these incidents to the *Head of Boarding* and record the incident on the *End of Night Duty Report* and any sanctions on *iSAMS*.

#### **Additional Prep Time / Off Tuck**

If a boarder is not working well in prep time, is late, disorganised or disruptive, *Boarding Staff* issue a warning, followed by asking them to complete their prep in activity time.

#### **Sent to the Head of Boarding**

*Boarding Staff* report all significant issues of poor conduct to the *Head of Boarding* who will support the member of staff. In these circumstances, the *Head of Boarding* will ask a boarder to take some time out and to reflect on their poor conduct and write down their reflections.

*Boarding Staff* report these incidents to the *Head of Boarding* and record the incident on the *End of Night Duty Report* and any sanctions on *iSAMS*.

#### **Contact Form Teacher or Parents**

Where a pupil's conduct does not improve or there is a significant issue, *the Head of Boarding* shares their concerns with the boarders' *Form Teachers* and *parents*. *the Head of Boarding* record this on *iSAMS*.

#### **Removal from Boarding**

*the Head of Boarding* with the permission of both the *Head* and *DHP*, reserve the right to remove a boarder from boarding temporarily or permanently.

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## APPENDIX A - Behavioural Incident Form

Behavioural Incident Form	
Name:	Date:
What happened? (who/ what/ why/ where/ when?)	
Who else saw this happen or was involved?	
Who was responsible?	
Why did you/ they do it?	
How can you/ they apologise?	
How can you/ they ensure that we learn and move on stronger from this incident?	
Signed:	Date: