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Beechwood Park School

# PUPIL CONDUCT POLICY

**Incorporating Rewards, Sanctions, Discipline and Exclusions**

Website: [www.beechwoodpark.com](http://www.beechwoodpark.com)

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## OVERVIEW

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 in Schools: Advice for Headteachers and School Staff, DfE, February 2024.
- 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 BWPS Pupil Equality Policy, the BWPS Staff Equality Policy and legal duties under the Equality Act 2010, especially relating to pupils with SEND.

### Publication

The School makes this policy available on the school website. Paper copies are available from the School Office.

### Related Policies

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

BWPS Academic Handbook  
BWPS Accessibility Plan  
BWPS Admissions Policy  
BWPS Alcohol Policy  
BWPS Anti-Bullying Policy  
BWPS Safeguarding and Child Protection Policy  
BWPS Complaints Policy  
BWPS Running an Off-Site Visit Policy  
BWPS Equal Opportunities (Pupils) Policy  
BWPS EYFS Policy  
BWPS Health & Safety Policy  
BWPS Health & Safety Policy Statement  
BWPS Learning Support Policy  
BWPS Missing Pupil and Non-Collection Policy  
BWPS Pastoral Care and Welfare Policy  
BWPS PSHEE Policy, RSE and SMSC Policy  
BWPS Pupil Positions of Responsibility Policy  
BWPS Pupil Attendance Policy  
BWPS Pupil Search Policy  
BWPS Pupil Self-Harm Policy  
BWPS Pupil Supervision Statement  
BWPS Pupil Supervision Policy  
BWPS Staff Code of Conduct Policy  
BWPS Statement of Boarding Principles & Practices

## **Exemplary Conduct**

Our core teaching philosophy, to Nurture, Engage and Inspire pupils promotes 'exemplary pupil conduct' (as identified and defined in the Independent Schools Inspectorate report on Beechwood Park in March 2019). Our pupils' conduct is exemplary because they recognise the benefits of:

- the school's shared Purpose, Vision and Mission
- a learning culture with pace, variety and challenge, centred on their needs
- 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, across all areas of our educational provision, on and off-site and in both the real and virtual worlds, to promote the Beechwood Park Mission, helping every child become the BEST version of themselves.

## **Incremental Responsibility**

Beechwood Park 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 Park 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**

By accepting a place for their child at Beechwood Park, parents and carers undertake to uphold the School's policies and regulations when they sign the Parent Contract. They agree to support the School's Mission and policies at all times, across all areas of the School's educational provision. This includes matters relating to attendance, punctuality, conduct, the School's codes of uniform, dress and appearance, academic expectations, co-curricular activities and homework.

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 BWPS Staff Code of Conduct Policy, Beechwood Park 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, 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 BWPS Safeguarding and 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 BWPS 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 BWPS Equal Opportunities Policy (Pupils) for further information.

## **Respect**

Beechwood Park's systems of rewards and sanctions promotes a calm, 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; they never demean, embarrass, humiliate or undermine pupils, their parents or carers, or adopt outmoded, top-down, hierarchical, didactic discipline. It is made clear to staff that they should never shout at pupils, use sarcasm, make jokes at the pupils' or their parents' expense or discriminate against or favour pupils or their families.

Beechwood Park 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 Park is a 'Listening School' and in alignment with its Mission, 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, lunchtimes and boarding nights all provide opportunities both for staff to reinforce the School's expectations of pupil conduct in the context of Beechwood Park 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 look for opportunities to reward pupils for exemplary conduct and always make the reason for giving the reward clear with the intention that other pupils will follow suit.

Staff reward pupils in the following ways:

- Verbal praise and encouragement, individually, in class and through assemblies
- Celebratory report comments
- Positive comments, pink highlighting, stickers/stamps, or a smiley face on work
- Credits (Y3 – Top)
- Head's Commendation Certificates
- Displaying work in class 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

- Cups and badges and other awards
- Speech Day prizes.

### **Communication**

Staff raise any concerns about pupils' conduct at Year Group Meetings, AHoD / CCHoD and PHoD meetings, Woodlands, Junior, Middle and Senior Department 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 responsible for identify the pupils' needs, putting age-appropriate supportive interventions in place and for reviewing these at future meetings.

### **Staff**

- Treat pupils fairly, with respect and understanding in accordance with the School's Mission
- Do not humiliate pupils or hand out blanket punishments
- Supervise pupils in accordance with the BWPS Pupil Supervision Policy
- Raise concerns about pupil conduct without delay, and then recording those concerns on the CPOMS system
- Report incidents of bullying without delay in line with the BWPS Anti-Bullying Policy
- Record rewards on iSAMS
- Keep line managers and SLT informed of ongoing pupil conduct concerns
- Build open communication and partnership with parents
- Support pupils to develop their own core values

### **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 BWPS 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, Education Committee (termly) and the Full Governing Board (annually).

### **The Head**

The Head is responsible under DfE Guidance Behaviour in Schools (updated 2024) to implement the BWPS 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.

## JUNIOR DEPARTMENT (INCLUDING WOODLANDS NURSERY)

Staff at Beechwood Park recognise that Junior Department pupils are young and are learning to managing their own conduct and their relationships with others. The Junior Department therefore provides an environment where exemplary conduct is modelled and explicitly outlined and the behaviour we want and expect is taught through assemblies and PSHE and where necessary in Form Time. Junior Department staff focus their pastoral teaching exclusively on actively rewarding good conduct; when pupil conduct falls below expectations, they use this as an opportunity for pupils to learn and improve. Woodlands pupils focus on looking after themselves, looking after each other and looking after property whilst Junior Department children follow Jenny Mosely's Golden Rules to guide them in making the right choices.

### Rewarding Exemplary Pupil Conduct

Each Friday pupils in Reception, Year 1 and Year 2 have a Celebration Assembly where staff and pupils celebrate the achievements and attitude of Junior Department children. The Head of the Junior Department announces weekly House Point Totals at the end of Celebration Assembly, in reverse order and the pupils and staff applaud the winning House for that week

Reception, Year 1 and Year 2 staff recognise and reward exemplary conduct in the following ways:

Reward	Rewarded for:	Description
House Points	Following the Golden Rules or being the best version of themselves	Pupils in Reception, Year 1 and Year 2 collect House Points in a jar for conduct and good choices in line with the School's Mission and the Golden Rules.
Postcards and Certificates	Being the Best Version of themselves and Growth Mindset	Form Teachers and Teaching Assistants award postcards and certificates in Friday Celebration Assembly linked to our School Mission of being the best version of themselves or being adaptable, resilient and aspirational.
Golden Time	Following the Golden Rules or being the best version of themselves.	Each pupil begins the week with twenty Golden Minutes for pupil-initiated activities towards the end of the week. Pupils with poor conduct or who make poor choices lose minutes according to the level of poor conduct and age of the pupil.
Conduct Ladders/Time Out	Following the Golden Rules or being the best version of themselves.	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. Reception Form Teachers will use a short time out session for pupils who break the Golden Rules.
Marble Jar	Exemplary conduct, engagement or achievement. Thinking of others and working as a team.	Form Teachers add a marble to the jar when pupils demonstrate outstanding engagement or achievement or when they work together as a Team. When the jar is full, the whole class receives a reward.
Stickers and Praise Bees	Exemplary conduct, engagement or achievement.	The Assistant Head (Junior) rewards children who have been brought to her for outstanding academic achievement or exemplary behaviour with Praise Bee certificates and stickers.



## 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.

Credits and debits are given according to the following criteria:

Credits	Criteria
Nurture	Excellence in upholding and promoting the Beechwood Park's Mission.
Engage	Excellent independent or collaborative engagement or progress.
Inspire	Outstanding achievement.

Debits	
Nurture	Falling short of the Beechwood Park's Mission.
Engage	Under-engagement.
Inspire	Under-performance.

Staff either

1. Enter credits and debits immediately into iSAMS filling out all 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 by the end of the day.

#### Head's Commendations (HMCs)

Staff recommend pupils for Head's Commendations if they have performed exceptionally in some way. Staff nominating a pupil for a HMC email the Head's Secretary stating the pupil's name, the reason for the nomination and the date. If the Head agrees that the certificate is deserved, it is then prepared by Front Desk and handed to the Head's Secretary. The Head signs the certificate and congratulates the pupil at the next available assembly when it is presented.

#### Middle Department Half Termly 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 congratulate pupils and discretely encourage pupils with the fewest credits to gain more.

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.

### **Senior Department Credit Review**

The Head of the Senior Department emails Form Teachers each week with a breakdown of the credits awarded. They congratulate pupils and discretely encourage pupils with the fewest credits to gain more. Form Teachers email parents to congratulate pupils who achieve a high number of credits during a half term.

### **House Review**

House Staff and Heads of House also celebrate credits with their pupils at house assemblies. Pupil of the Week badges are awarded to the pupils with the most credits from each year group.

### **Deputy Head Review**

The Deputy Head (Pastoral):

- a) Publishes weekly House Points totals on the CONGO Notices (Friday).
- b) Publishes termly results of other House Points Totals, including points specifically awarded for House competitions and events, quizzes and challenges.
- c) Audits House Points termly, reporting back findings to the Senior Leadership Team and to the Pastoral Care and Welfare Committee.
- d) Identifies the ten pupils with the lowest House Point totals and recommends action to the pupil's PHoD or Form Teacher.

### **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 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 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 Park’s Management of Poor Pupil Conduct

Beechwood Park 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:

<b>1. Verbal Warning</b>
<b>Staff will:</b> a) Verbally reprimand the pupil, explaining why their conduct is unacceptable and its effect on them and others. b) Consider any specific learning or behavioural needs which the pupil might have. c) Warn the pupil that repetition of the poor conduct will result in a debit which is recorded on iSAMS.
<b>2. Written Warning</b>
<b>Staff will:</b> a) Explain to the pupil that their conduct has continued to be unacceptable, giving a clear reason. b) Ask the pupils to apologise and give an undertaking that they will not repeat it. c) Give the pupil a visual record of the warning, preferably by writing their name on a post-it note and placing it on their desk so that they are not humiliated by the warning. d) Inform the pupil that a further repetition of the poor conduct will result in the issuing of a debit.

3. Issuing of a Debit
<p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>a) Talk to the pupil about the reason for their unacceptable behaviour if it has continued.</li> <li>b) If then deemed appropriate, inform the pupil that they are receiving a debit because they have not responded to the warnings.</li> <li>c) Record the debit on iSAMS.</li> <li>d) 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.</li> <li>e) Understand that by issuing a debit this initiates a Pupil Conduct Concern, as follows:</li> </ul>
4. Pupil Conduct Concern
<p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>a) Discuss the reason for issuing a debit with the pupil's Form Teacher.</li> </ul> <p><b>The Form teacher will:</b></p> <ul style="list-style-type: none"> <li>a) Arrange to talk to the pupil individually and support them to identify the nature of the poor conduct, its effect on themselves and others and to determine any motivation for the poor conduct.</li> <li>b) Decide whether an apology is required and to whom (possibly in writing or through a restorative meeting).</li> <li>c) Ask the pupil to undertake that there will be no repetition of the poor conduct.</li> <li>d) Ask the pupil to consider the possible consequences of repeated poor conduct.</li> <li>e) Consider reporting this matter to the pupil's parents.</li> <li>f) Consider referring the pupil to the Learning Support Department.</li> </ul>
5. Repeated or Significant Pupil Conduct Concerns
<p>Where repeated (more than one Pupil Conduct Concern per half term) or more significant conduct concerns arise, the Form Teacher will discuss the situation with the relevant Head of Year or the Head of Junior, Middle or Senior Department.</p> <p><b>The HoY/PHoD will:</b></p> <ul style="list-style-type: none"> <li>a) Consider a significant sanction (usually a detention during a break or lunchtime).</li> <li>b) Invite the pupil's parents and the Form Teacher to attend a Pupil Conduct Meeting which seeks to enlist early, supportive and close dialogue between home, pupil and School.</li> <li>c) With parents, identify any motivations for repeated, persistent or significant poor pupil conduct.</li> <li>d) With parents, put in place interventions both in School and at home which will improve pupil conduct.</li> <li>e) Identify a date for a Pupil Conduct Review meeting.</li> <li>f) Record the meeting in a letter to the pupil's parents.</li> <li>g) Record the meeting on CPOMS uploading any supporting documentation and copying in the Form Teacher.</li> <li>h) Remind parents about the date of the Pupil Conduct Review Meeting.</li> </ul>
6. Pupil Conduct Review Meeting
<p><b>The HoY/PHoD will</b> invite the pupil, parents and Form Teacher to attend a Pupil Conduct Review Meeting, setting further targets and a further Review Meeting as necessary.</p>

## 7. Referral to Deputy Head

Where a pupil's poor conduct is significant or persistent, the HoY / PHoD will refer the matter to the DHP.

### **The DHP will:**

- a) Review the actions undertaken so far to ensure that the school policy has been applied correctly.
- b) Meet with the Learning Support Department to consider any specific learning or behavioural needs which the pupil might have and to consider whether appropriate adjustments have been made.

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

### **Recording of Sanctions**

Debits are recorded on iSAMS and more serious or persistent behaviour issues are recorded on CPOMS, which ensures that the School maintains a clear record of all sanctions. Where the sanction imposed is exclusion, required removal or suspension, the School will include a written report of the investigation on the pupil's CPOMS record.

### **Corporal Punishment**

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.

### **Physical 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 will inform the pupil's parents of any physical restraint used on their child on the same day.

### **Confiscation of Inappropriate Items**

The Head permits any member of the Beechwood Park staff to confiscate any item in the possession of a Beechwood Park pupil which may be distracting to others, dangerous or illegal.

### **Searching Pupil Property.**

Please refer to the BWPS Search Policy.

## **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 person providing first aid care will seek immediate medical advice from the School Nurses or via 999/A&E 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 BWPS Anti-Bullying Policy
- Committing a criminal offence
- Fighting
- Abuse on the grounds of race, religion/belief, SEND 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 or 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
- Persistent disruptive behaviour or breaches of the BWPS 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
- 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 Governors.

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 Park 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 record within CPOMS.

### **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 examples of offences likely to be punishable by suspension or exclusion but these examples are not exhaustive. 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 will 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 in a segregated area 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.

## **BOARDING CONDUCT**

On or off site, the Boarding Team always operates in accordance with the BWPS Pupil Conduct Policy. Boarding Staff actively acknowledge, praise and reward exemplary boarder conduct which aligns with the School's Mission. 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 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 follow the key-point instructions and demonstrate excellent community spirit (see next paragraph), Boarding Staff reward them with a Dojo, which Boarding Staff record electronically via the Class Dojo App. At the end of the term, considering the number of boarders per dorm and the number of nights pupils board, one dorm wins the prize for the most Dojos. The Head of Boarding then rewards this dorm with a treat of their choice, usually either an outing to a restaurant or an in-house take away and ice cream party.

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 extra hard in prep, Tidiness.

#### **Boarder of the Week**

Each week, boarders nominate a fellow boarder for Boarder of the Week for their engagement in the boarding house and/or for their support for others. The Head of Boarding hands out the awards at breakfast on Friday mornings. The Boarder of the Week is displayed in the BCR and recorded 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 verbal warning to the boarder before applying any sanction.

**Strike**

Boarding Staff will issue a 'strike' to a boarder if they do not follow the instructions after a warning. The Head of Boarding gets in contact with parents to elicit their support. The Strike is recorded on Class Dojo.

**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 (a Google form) and on CPOMS.

**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 on CPOMS.

**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 CPOMS.

**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.