



## LOCKERS PARK SCHOOL BEHAVIOUR POLICY

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## LOCKERS PARK SCHOOL BEHAVIOUR POLICY



### **GENERAL**

This is a whole school policy covering EYFS and boarding. This policy refers to and complies with Behaviour and Discipline in Schools – DfE 2016 and Building children and young people’s resilience in schools – Public Health England 2014.

### **School Ethos**

The governors expect the school to be a place where:

- all individuals are respected and their individuality valued;
- where pupils are encouraged to achieve;
- where self-discipline is promoted and good behaviour is the norm; and
- where rewards and sanctions are applied fairly and consistently.

### **The School’s Moral Code**

Much emphasis is laid at Lockers Park on kindness, honesty and respect. Kindness and respect towards each other, respect for school property, for the possessions of other boys and respect for safety. Boys are encouraged to think of the School motto (“Academic Excellence | Enthusiasm for Life.”)

Lockers Park is known as a happy school, a fact which affects our entire ethos. In particular, we will not tolerate bullying or other anti-social behaviour. The school does acknowledge, however, that problems are likely to have underlying causes, and these the school will take account of, and do its best to counter.

Rules are kept to a minimum with the school’s code of conduct use to reinforce expected behaviour.

**LISTEN: To everyone**

**ORGANISED: Be on time and prepared**

**COURTEOUS: Be polite**

**KIND: Be honest and helpful**

**EFFORT: Always try your best**

**RESPECT: For others and their property**

**SUCCESS: Celebrate each other’s achievements**

## **RESPONSIBILITIES**

### **The Headmaster**

The Headmaster's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. The Headmaster has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Headmaster is expected to:

- promote self discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others, and to prevent all forms of bullying among pupils;
- ensure that the standard of behaviour is acceptable; and otherwise regulate the conduct of pupils.

### **All Staff**

All staff are expected to encourage good behaviour and respect for others, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline. Heads of Departments are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard. The school recognises the Equality Act 2010 including making reasonable adjustments for children with SEND.

Staff will not investigate any behavioural incident involving their family passing this onto another colleague or the Deputy Head.

## **STANDARDS OF BEHAVIOUR**

The school has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school.

All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

Punctual attendance at school and lessons is required.

All absence from lessons must be explained and unexplained absence will be followed up.

It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

Through regular discussions at boarding house and school council meetings the school endeavours to ensure that staff apply all standards consistently and fairly.

The school recognises that good behaviour and tolerance towards each other inevitably leads to a reduction in bullying. Given this it is important that children are rewarded for behaviour that reduces the likelihood of bullying.

## REWARDS AND SANCTIONS

All rewards and sanctions must be applied fairly and consistently. None of the school's punishments will be degrading or humiliating.

### Rewards

The rewards used by the school are:

Copies. Good work is rewarded by a boy being awarded a 'Copy'. Individual subjects and classes may wish to break a copy into smaller progressive, age-appropriate awards, which accumulate to a Copy. These Copies count towards the Set tally at the end of term.

Effort grades. Boys are awarded grades for their effort four times each term. The grades and descriptors are published in the Boys' Handbook. Each grade also equates to a number of points which count towards the Set tally. At assemblies after exeats and half term, boys who have achieved particularly high effort grade scores and boys who have achieved their personal best are celebrated.

Green slips. Green slips can be awarded to any boy who has shown exceptionally good behaviour / good manners / helpfulness / kindness / tidiness / good organisation etc. Getting a green slip also adds to the Set tally.

The green slip system is an especially good way to incentivise boys (especially younger ones) to improve their manners and other areas we would like to work on.

Headmaster's Award. This is a highly sought-after award, which is intended to build a growth mindset and resilience within the boys. A Headmaster's Award is given for an exceptional piece of work, which demonstrates that the child has gone above and beyond all expectations.

All rewards and sanctions are recorded on the school's data management system ISAM's in the rewards and sanctions area, with points being awarded for each one.

There is also a system of green and red dots, which is used in the Boarding Department, details of which can be found in the Boarding Policy.

Colours. In Sports, as a result of exceptional performance and contribution within the first teams, Colours are consequently awarded.

Lockers Stationery To incentivise hard work and a growth mindset, Lockers pens, pencils and rulers are gifted in assembly to the boys who earn 20, 40 or 60 points in a term.

Headmaster's Tea. The boys with the most points at the end of each term are invited to this special event, where the Headmaster will praise their resilience and hard work, whilst enjoying a special snack.

Positions of Responsibility. The school encourages boys to be responsible and to learn how to take responsibility. There are specific areas of the school, for example the Library, boys' Common Room, Recycling, where boys showing particular enthusiasm for these activities are rewarded with the opportunity of assisting staff in the better running of these areas. Prefects and the Head boy are appointed to assist in the better

running of the school and these positions are recognised as a reward for personal high standards. Boys must apply for the position of prefect.

School Listeners are a select group of Year 7 and 8 boys, who have received safeguarding and listening training. They are tasked with being the mental health and wellbeing 'pillar' for the boys. They can be found around the school and in the library at break. These boys provide support to their peers and help to guide them on how to maintain their own mental health.

School Council and Mini Council A representative from each form is tasked with enacting change within Lockers Park. They represent their form groups in each meeting and present new ideas, discussing the rationale, possibilities, costings and effectiveness.

[See also the EYFS behaviour policy for rewards and sanctions in Pre-prep.]

## Sanctions

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

All staff must seek to ensure that punishments are proportionate to the offence, and should enable pupils to make reparation where possible.  
As far as possible the sanction applied should be of a constructive nature.

There is no corporal punishment and there are no fearful punishments, which naturally includes those of an excessive or idiosyncratic nature, which cause pain, anxiety or humiliation. Ideally, any punishment is made appropriate to the 'crime' and if need be, to the child. Removal of privilege is the most common form of punishment eg: misbehaviour in the Old Gym would lead to a ban from that area.

The information is stored on the school's data management system ISAMs in the rewards and sanctions section and is overseen by the Headmaster and the Deputy Head. It is used for particular behaviour of which the Headmaster has been made aware and which would inevitably result in a note on the boy's file and/or a notification to the parents.

As a sanction for boys who have broken school rules, there is a Detention period which is held throughout the week. This Detention period should not be confused with Guided Study Time in which the boy is given the opportunity to catch up with work in which he has fallen behind and, in most cases, this should be done with the agreement of the boy in question.

The following sanctions may be used in the school in appropriate cases:

Amber Slips	The school has 3 basic expectations of every pupil: <b>Be on time</b> <b>Be fully equipped</b> <b>Abide by school rules</b>
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	<p>If a pupil fails to meet one of these expectations then they will receive a behavioural warning and this will be recorded in their planners and electronically. For example running through the corridors or arriving for a lesson without the correct equipment or school planner.</p> <p>If a pupil receives <b>3</b> in a 1 week period they will be issued with a detention.</p>
Red Slip	<p>Issued for more serious incidents that break the School's Code of Conduct. These are often accompanied by a detention. E.g. Any act of unkindness deliberately aimed at another individual</p>
Detention	<p>These periods will run during the course of the school week. They are supervised and allow the pupil to consider their behaviour and understand the importance of the school's rules and Code of Conduct.</p>
Report	<p>A pupil can be put on report to monitor pupil's progress for a given period of time, in conjunction with his parents. This will be monitored, in the first instance, by the tutor.</p>
Ban from specific areas within the school	<p>A pupil may be banned for a set period of time if they break specific rules related to a certain area of the school. For example breaking school rules within the shrubs would result in a ban.</p>
Internal Gating	<p>A pupil's free time is removed within the school day and time reallocated to help them focus on improving behaviour. During free time and break periods the pupil will have supervised study and free time.</p>
Internal Exclusion	<p>Where pupils are allocated a room to study in a silent, supervised environment away from other pupils for a set period of time. This will only be used for pupils who are demonstrating seriously challenging behaviour. Accommodation will be made to allow them time outside.</p>
Exclusion	<p>The decision to exclude an individual from the school for a fixed term or permanent basis. This will be used in the most serious of incidents.</p>

#### Amber/Red slips.

The member of staff must write the amber/red slip in the boy's academic diary. Staff must also make an entry in the Rewards and Sanctions file with a very brief description of the offence. Form teachers check the file regularly to see they have received the slips. All teachers can then see at a glance the behaviour log for each week on the computer.

#### Amber Slips

The Pastoral Leadership Team monitor these and if three are awarded to a single boy within the week a detention is issued at the earliest possible point where the individual has an opportunity to reflect upon their behaviour and its impact on others and themselves.

#### Red Slips

If a pupil receives:

- 3 red slips in a term – he must meet with his form master and discuss his behaviour, outlining strategies to improve the situation
- 4 red slips in a term – he must discuss his behaviour with a member of the Pastoral Leadership Team (Pre-Prep LM, Year 3/4 EP, Year 5/6 CCH, Year 7/8 MJS).

- 5 red slips in a term – he must meet with the Deputy Head with the parents informed formally by a letter outlining the offences.

Other sanctions can be imposed at each stage of the process above.

Getting a red slip deducts points from the Set tally.

There is a system of Red dots and a Boarding Discipline File used in the Boarding Department, details of which can be found in the Boarding Policy.

Arrangements for searching pupils is contained in the search policy.

In cases of peer on peer abuse safeguarding procedures are followed.

## **EXCLUSIONS**

Only the Headmaster can exclude a pupil. Recommendations for exclusion can only be made by a member of the SLT. The headmaster will consult with the Chair of Governors before excluding a pupil.

Pupils may be excluded for one or more fixed periods or permanently.

For serious but relatively minor breaches of the school's behaviour/discipline policies, pupils can be excluded for one or more fixed term periods not exceeding 45 school days in any one school year.

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g.:

- serious violence, actual or threatened, against a pupil or member of staff;
- sexual abuse or assault;
- supplying an illegal drug; and
- carrying an offensive weapon.

## **Parental Co-operation**

Parental co-operation forms part of the contract between the school and all parents of pupils at the school. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

## **Appeals**

Parents are entitled to appeal to the governing body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the school. A hearing will be set up as quickly as possible, but within 10 days at the latest.

The governors' decision is final.

## **Continuing Education**

The School will continue to provide education for a pupil who remains on roll and in the case of an exclusion of more than 15 days, the school will consider:

- how the pupil's education will continue;
- how his/her problems might be addressed in the interim; and
- reintegration post-exclusion.

## **CORPORAL PUNISHMENT AND RESTRAINT**

In accordance with the law there is no corporal punishment allowed by the school. However, if authorised by the Head, a teacher, or other member of staff, may use 'reasonable force' to prevent a pupil from causing damage to themselves, others or property.

Details of any incidents requiring reasonable force are recorded and parents are informed.

## **BEHAVIOUR SUPPORT SYSTEMS**

Staff regularly share advice on behaviour management inside and outside the classroom. The Head of Special Educational Needs (SEN), Maria Fitzgerald is available to discuss techniques of behaviour management; she also offers a course on 'Managing Challenging Behaviour' to non-teaching staff eg. the matrons.

Any boy who requires specific support with behaviour will be discussed at staff meetings and at the weekly pastoral meeting and if necessary, will be referred to the Head of SEN for assessment and support or help or involvement of external agencies. Any necessary additional information for staff as a result will be communicated to staff and if necessary be the subject of specific INSET provided for staff.

The school has transition arrangements in place which include sharing of information.

Monitoring of behaviour includes identification of behaviour patterns and are kept on ISAMs. These are discussed weekly in pastoral meetings and in greater detail by the Pastoral Leadership Team.

Intervention groups are offered for those boys who need it, offering academic and social support skills.

## **RESILIENCE**

At Lockers Park, we work of increasing the levels of resilience amongst the children through recognising achievements, both in school and in the community, promoting healthy behaviour and helping to create smooth transitions through emotional challenging times.

### **Improving achievements**

Research suggests that positive achievements help to build resilience. This applies not only to academic performance and positive school experiences including engagement, enjoyment and success in sports, arts and music. Lockers recognise a range of achievements and promoting engagement and confidence in children.

### **Promoting healthy behaviours**

Lockers use its tutors and PSHE programme to promote a healthy lifestyle focussing on decision making to promote healthy eating and sensible lifestyle choices. The school serves a balanced diet and varied regular exercise in creating healthy lifestyle principles that will stay with them throughout their life.

### **Ensuring smooth transitions**

The moves from home to school, between schools, or from school into their next stage of education. By supporting children and families at these times of transition, schools and local authorities can ensure that these changes do not increase vulnerability, and that children remain resilient.

## **INVOLVEMENT OF PARENTS**

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Headmaster.

Parents are also encouraged to support good behaviour and positive habits in their children.

## **INVOLVEMENT OF STAFF**

The working of the school's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with pupils in form time.

Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action. Training in behaviour management will be provided from time to time.

## **INVOLVEMENT OF PUPILS**

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views. The government's Circular 10/99 also suggests that pupils can help to reinforce behaviour policies by contributing to them.

The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns.

Discussions in Form time will inform the deliberations of the School Council.

The Deputy Head is responsible for ensuring the positive contribution of pupils. In particular the Deputy Head, in collaboration with the Head of SEN, will ensure that the needs of SEN pupils are properly taken into account, and their participation in the consultation process is assured.

## **CONSULTATION**

The Head will seek the widest possible agreement for this policy, and will report at least annually to the governing body on its implementation.

## **EQUAL OPPORTUNITIES**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

## **EVALUATION OF SUCCESS OF POLICY**

The policy is continually reviewed by the Pastoral Leadership Team and changes made to improve behaviour within the school. Parental and pupil feedback are used within this process and reflection is made after individual cases.

## **PUBLICATION**

A summary of the policy is available to all parents and prospective parents of pupils at the school.

List of related policies

- [Admissions Policy](#)
- [Anti-Bullying Policy](#)
- [Pre-Prep Behaviour Policy](#)
- [Safeguarding Policy](#)
- [SEND Policy](#)
- Boarding Policy
- Conducting a Search Policy