

LOCKERS BEHAVIOUR



PARK SCHOOL POLICY

Date Last Updated	By...	Date of next review
January 17	Reviewed by ISI consultant	
January 17	GT	September 17
September 17	GT	September 18
April 2018	GT	September 18
September 2018	GT	September 2019
September 2019	GT	September 2020
September 2020	GT	September 2021
June 2021	Reviewed by Paul Spillane	September 2021
September 2021	GT	September 2022
October 2022	NC	October 2023
March 2023	NC	March 2024
August 2023	NC	August 2023
January 2024	NC	January 2025
August 2024	NC	August 2025
February 2025	Reviewed by Simon Leysham	August 2025
August 2025	NC	August 2026

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 2024* 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 recognises that good behaviour is more likely to be achieved when pupils are happy, engaged and inspired, have positive relationships with those around them and are able to maximise their potential. 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.

We aim to fulfil our responsibility through consistent modelling of good behaviour; through dynamic and effective learning and through the teaching of behaviour strategies and a fairly administered system of rewards and sanctions. We encourage self-discipline and attitudes of tolerance, honesty, reliability and perseverance.

Rules are kept to a minimum with the school's Learning Profile and Code of Conduct used to reinforce expected behaviour.

LOCKERS PARK – LEARNER PROFILE



LISTEN *We listen to everyone*

ORGANISED *We are on time and organised*

CHALLENGE *We push ourselves to try new things*

KIND *We are honest and helpful*

EFFORT *We always try our best*

RESPECT *We look after our things and other people*

SUPPORT *We assist and look out for others*

Code of Conduct

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 setting expectations 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 own family, passing this onto another colleague or the Deputy Head.

Behavioural standards and the effectiveness of this policy are discussed through regular staff meetings, allowing for an overarching understanding of the needs of each pupil and a fair and consistent use of rewards and sanctions. Staff are expected to actively engage with all rewards and sanctions where appropriate.

Staff are given a 'staff mentor' during their induction, who will explain all elements of this and other relevant policies. New students receive a 'pater' who will help them through the routine and expectations of the first few weeks.

The weekly staff briefing (10:45am Monday mornings) ensures staff are kept aware of developments within the pupils' lives which might impact upon their behaviour. Should a member of staff feel concern about a pupil, advice and support are available from SLT, the SENCO, and all other teaching staff.

The Deputy Head works closely with the Form Tutors and the pastoral team to monitor the behaviour of pupils. All incidents and communication with parents about pupils' behaviour are documented and forwarded to the Deputy Head. The Deputy Head and Headmaster will offer support and guidance to teaching staff where considered necessary. The pastoral team will meet weekly to discuss any pastoral concerns, wellbeing provisions and pupils on the school safeguarding register. The safeguarding leads meet weekly to action tasks on the school safeguarding register and ensure that actions are occurring in a timely manner.

Set (house) meetings occur bi-weekly and are used to incentivise boys in engaging with the Learning Profile and to discuss behaviour across the Set.

Staff mentors can be appointed to pupils by the Deputy Head in agreement with the Pastoral team. This is an informal process, whereby the pupil is given access to this staff member for support and guidance in achieving their academic or behavioural targets. Staff mentors will feed back progress in weekly staff meetings and in conversation with 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 and as such staff must:

- Avoid making sarcastic or belittling remarks, even in jest.
- Praise respectfully, without comparing one child's success to another's shortcomings.
- Demonstrate empathy and active listening.
- Challenge negative language or humour when it arises, even informally.

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. Pupils with Special Educational Needs and Disabilities (SEND) and/or need learning support are supported by the Head of Learning Support and staff. Information is disseminated efficiently via ISAMS, meetings and staff briefings and best practice for each pupil is agreed upon. Early intervention is agreed for pupils who are experiencing problems. Strategies are agreed with parents and are put in place for the management of the pupil's behaviour, and regularly evaluated. All staff are made aware that The Equality Act (2010) requires schools to make 'reasonable adjustments' for pupils with SEND when implementing the behaviour policy

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. Bullying is defined as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power'. Bullying can take place in the forms of physical, verbal, covert, cyber or alienation and can be prejudice based or discriminatory. Staff and pupils reinforce that bullying is not acceptable through courageous reporting, following the anti-bullying policy, working with Prefects, Student Listeners, Student and Mini-Council, and open conversations with peers and

colleagues. Our PSHE Curriculum as part of our wider Wellbeing programme has explicit lessons around respecting others, celebrating differences and acceptance.

REWARDS AND SANCTIONS

All rewards and sanctions must be applied fairly and consistently. None of the school's punishments will be degrading or humiliating. Pupils should be aware of the boundaries of acceptable behaviour. These are reinforced positively in assemblies, form periods, Set meetings, PSHE lessons, and constantly through reminders in the daily life of the school.

Rewards

The rewards used by the school are:

Attitude and Attainment grades.

Boys are awarded grades for their attitude to learning grade two times each term. Each grade also equates to a number of points which count towards the Set tally. During scheduled assemblies, boys who have achieved particularly high attitude to learning grade scores and boys who have achieved their personal best are celebrated.

Headmaster's Award.

This is a highly sought-after award, which is intended to build aspiration, creativity, inquisitiveness, 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. This contributes towards the Set tally.

Academic Merit

This is recognition for an excellent piece of academic work. It goes above the basic expectation of the classroom but isn't an outstanding piece of work completed outside of class which qualifies for a HM Award. Winning pieces of work demonstrate aspiration, creativity, resilience and inquisitiveness. This can be awarded by any member of staff and has the value of 1 set point.

Pastoral Merit.

This is recognition for a student for outstanding contribution towards their community, this can be awarded by any member of staff and has the value of 1 set point. This award demonstrates global citizens throughout our community who set and maintain high standards of care and kindness.

Kit

Plus

For excellent organisation, boys are awarded 'Kit Plus' by a member of the Games team. This is predominantly linked to organisation of uniform, games, kit and the locker space. This holds the value of one set point.

All awards can be given for collaborative pieces of work.

All rewards and sanctions are recorded on the school's data management system, ISAMs, 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 the required number of set points in a term.

Headmaster's Tea.

The boys with the most points across a year group 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. This is purposefully an exclusive event, by invitation only.

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, 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 Head Boys 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 and Student Listener.

Student 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.

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. Notification of such sanctions are communicated to parents by notification from the ISAMs system.

As a sanction for boys who have broken a school Code of Conduct, 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	<p>The school has 3 basic expectations of every pupil:</p> <p>Be on time</p> <p>Be fully equipped</p> <p>Abide by school Code of Conduct</p> <p>If a pupil fails to meet one of these expectations then they will receive a behavioural warning and this will be recorded on the school management system. For example, running through the corridors or arriving for a lesson without the correct equipment or school planner.</p> <p>If a pupil receives 3 in a 1 week period they will be issued with a detention with their form tutor.</p>
Kit Mark	<p>This is predominantly linked to games kit and uniform. Boys are encouraged to take responsibility for their items. Disorganisation may lead to a Kit Mark, which holds the value of 1 Set point.</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 Code of Conduct.</p>
Headmaster's Detention	<p>Evening detention with the Headmaster to discuss expectations and targets. This will be for an accumulation of sanctions, or in exceptional circumstances can be for a stand-alone, more serious offence. Eg. Use of violence.</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 the school code of conduct 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	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.
-----------	--

Ambers/Reds

Staff must make an entry in the sanctions section on iSams, with a very brief description of the offence. Form teachers check regularly to see if they have received the ambers/reds. All teachers can then see at a glance the behaviour log for each week via iSams.

Ambers

The Pastoral Leadership Team monitor these and if three are awarded to a single boy within the week, a restorative conversation (Yrs 3 – 5)/ detention (Yrs 6 –8) with the form tutor 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. The form tutor will email the parents/guardian, blind copying in the deputy head and assistant head pastoral to notify them of the incident and strategies moving forward.

Integration – We are a small and very diverse community who value community. It is important that all students make an effort to integrate within the community. Opportunities and supports to aid this are offered to all students, and they should avail of them. It is a basic expectation that all students should speak English during the school day, doing so prevents isolation and misunderstandings. Not speaking English will result in a verbal warning, followed by an Amber for repeated offences.

Reds – Years R – 2

If a pupil receives 1 – 3 reds in a term he must discuss his behaviour with his form tutor. Strategies for improvement will be discussed and reviewed. Suggested support strategies will be considered. The form tutor will email the parents/guardian, blind copying in the deputy head and assistant head pastoral to notify them of the incident and strategies moving forward.

Reds – Years 3 - 5

If a pupil receives:

- 1 - 2 reds in a term – he must have a restorative conversation with the member of staff issuing the slip and discuss his behaviour, outlining strategies to improve the situation. The member of staff will email parents/guardians, copying in the form tutor, deputy head and assistant head pastoral to notify them of the incident.
- 3 reds in a term – he must discuss his behaviour in a detention with his form tutor. Strategies for improvement will be discussed and reviewed. Suggested support strategies will be considered. The form tutor will email the parents/guardian, copying in the deputy head and assistant head pastoral to notify them of the incident and strategies moving forward.

Reds – Years 6 - 8

If a pupil receives:

- 1 - 2 reds in a term – he must serve a detention with the member of staff issuing the slip and discuss his behaviour, outlining strategies to improve the situation. The member of staff will email parents/guardians, copying in the form tutor, assistant head pastoral and deputy to notify them of the incident.
- 3 reds in a term – he must discuss his behaviour with his form tutor in a detention. Strategies for improvement will be discussed and reviewed. Suggested support strategies will be considered. The form tutor will email the

parents/guardian, copying in the deputy head and assistant head pastoral to notify them of the incident and strategies moving forward.

Red - Whole School

- 4 reds in a term – he must meet with a member of the pastoral team to discuss the incident and review behaviour in a restorative manner. The member of the pastoral team will email parents/guardians to notify them of the incident and strategies moving forward.
- 5 reds in a term – he must meet with the Deputy Head, with the parents informed formally by a letter outlining the offences. Behaviour and targets will be reviewed and amended.
- 6+ reds in a term – he must meet with the Headmaster in an evening detention, in which he will discuss his behaviour and targets for improvement. Parents will be notified of the evening detention by email.

Adjustments will be made to the behaviour ladder where the SLT and pastoral committee feel it appropriate in meeting the needs of the child. The discussions held in each meeting with a child must be restorative and educational, promoting good behaviour using positive targets moving forward.

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

Getting a red or amber 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.

The School will determine whether a pupil's conduct falls short of the expectations in the Behaviour policy and other School policies on the balance of probabilities, having regard to the information known to the relevant decision-maker at the time. When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

Arrangements for searching pupils is contained in the Search and Seizure policy.

In cases of child-on-child 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 permanently 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.:8

- 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 working 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 to and held by the Headmaster.

Most members of teaching staff are trained for physical handling (August 2024) and understand correct procedures to follow in line with that training.

SEARCH, SEIZURE AND CONFISCATION

In accordance with the DfE Search, Seizure and Confiscation Guidance 2022, Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:

- tobacco and cigarette papers;
- fireworks;
- pornographic images and
- vapes.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

BEHAVIOUR SUPPORT SYSTEMS

Staff regularly share advice on behaviour management inside and outside the classroom. Training is available via Every online and through external and internal CPD sessions.

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 Learning Enrichment for assessment and support 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 to increase 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 Park recognise a range of achievements and promoting engagement and confidence in children.

Promoting healthy behaviours

Lockers Park uses 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

At Lockers Park, we believe in working as one community to support the wellbeing and progress of the students. As such, the communication between home and school is vital. Form Tutors are the first point of contact for questions and concerns which a parent may have regarding their child. Form Tutors will keep parents abreast of any supports offered to the student and will encourage parents to support good behaviour and positive habits which will support their learning and progress.

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 Director of Studies, 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
- Search and Seizure Policy