



**BROCKHURST & MARLSTON HOUSE SCHOOLS**  
Including all of the Pre-Prep Department and Early Years  
Foundation Stage



## **BEHAVIOUR AND DISCIPLINE POLICY**

### **(A guide for pupils)**

Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE September 2024.

Last Review: October 2024

Next Review: October 2025

#### **Expectations**

**Pupils** will be expected to:

- behave in a quiet and orderly manner in the school
- respect the property of others
- treat their own property with care
- take pride in caring for the school and its resources
- behave in the grounds in a safe and sensible manner
- treat all adults in a friendly but respectful way
- know that swearing and bullying in any form is always unacceptable

**Staff** will be expected to:

- Respect the children, their opinions and feelings
- Be sensitive to pupils' problems and special needs
- Enforce the school rules at all times
- Maintain a professional relationship with the children
- Be courteous to children and colleagues at all times

#### **Rewards**

The basic reward is a star. A star is awarded for academic and non-academic achievement, such as: excellent classwork, producing outstanding prep and for performing in school. All children from Form 5 onwards carry a star card. In the junior forms, the Form Tutor will oversee their pupils' star charts.

The major reward is the Commendation Certificate, awarded by the Heads in Assembly for any significant achievement by the individual child. A Commendation is worth five stars and these are added to the house totals.

Stars are collected at the end of every term by the Form Tutor and the totals for each house team are then calculated. The star totals of the different houses are read out during House Prayers at the end

of each term and prizes are awarded for those children with the highest number of stars. For each detention a pupil receives, five points will be deducted from the pupil's House Total at the end of term.

Progress Awards at the end of every term; Attainment and Effort prizes are given dependent on orders.

**Ridge House Rewards.** There is a weekly Behaviour Award for politeness awarded on Friday in assembly. Teachers also use a range of stamps and stickers, as well as a 'Celebration Book' that they send home every week to enable parents to see the progress their child is making. Academic achievement is celebrated in Assemblies when the children receive certificates.

### **Promoting Positive Behaviour during boarding**

Boarding is a positive and dynamic part of the school of which we are proud and it is our wish to promote and protect it for all present members and for the future. As a 'home from home', every step should be taken to ensure good manners, mutual respect and due care and attention for the fabric of the House, its activities and ethos. A spirit of positive co-operation amongst and across all age groups should be fostered and nurtured. Real respect is earned by service, camaraderie, performance and loyalty and it is for these qualities that children are regularly praised.

Sanctions which apply during the school day **shall not** apply to the boarding house. The approach to discipline should appear less like school and more like home. Taking time to discuss poor behaviour is essential and this should be sufficient. If a sanction is required, it should take the form of 'time-out'. For poor behaviour of a more serious nature, the Head of Boarding must consult the Heads. All sanctions must be recorded.

### **Sanctions**

At Brockhurst and Marlston House Schools, we have a range of disciplinary measures:

1. Verbal – a quiet word in a child's ear reminding them about what is expected / Reflective Questions
2. Verbal warning / Reflective Questions
3. Repeating unsatisfactory work until it meets the required standards
4. Break time forfeits / Reflective Questions (Written Work)
5. Time out
6. Detentions
7. SATIS/Conduct card
8. Internal Suspension
9. Suspension
10. Expulsion

In Ridge House a, "Happy Book" is issued for a child who persistently disregards the rules, with the knowledge and support of the parents.

For further information on sanctions, parents and pupils should refer to the Promoting Positive Behaviour Policy on the website.

## Appendix 1

### Promoting Positive Behaviour Policy

'A caring, respectful community in which everyone thrives'.

Rewards	Reflective Questions
<p><b>Stars*</b>: typically for good work and/or effort</p> <p><b>Commendation*</b>: typically for excellent achievement and/or effort</p> <p><b>Head's Commendations*</b>: Citizenship</p> <p><b>*Categories</b>: Learning, Leading and Values</p>	<p><b>What?</b> What is happening / What happened?</p> <p><b>Who?</b> Who has been affected?</p> <p><b>What?</b> What needs to happen now?</p> <p><b>How?</b> How are you going to make this happen? What help might you need?</p>

Behaviour Categories
<p>Failing to care for the community</p> <p>Failing to treat the community with respect</p> <p>Failing to strive to thrive</p>

<p>Category 1 (Break Forfeits)</p>	<p><b>Failing to strive to thrive</b></p> <ul style="list-style-type: none"> <li>Transgressions in class: arriving late, talking, not listening, no equipment etc.</li> </ul> <p><b>Failing to treat the community with care and respect</b></p> <ul style="list-style-type: none"> <li>Unkind comment, discourteous, incorrect school uniform</li> </ul>	<p>What, Who, What, How Conversation (verbal exercise with member of staff issuing sanction)</p> <p>↓</p> <p>Break Forfeit / Designated Reflection Time (Written exercise with Head – see page three) (15 minutes)</p>
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<p>Category 2 (Low Level)</p>	<p>Repeated Category 1 behaviour and/or:</p> <p><b>Failing to strive to thrive</b></p> <ul style="list-style-type: none"> <li>• Poor effort, not following instructions, disruptive behaviour etc.</li> <li>• Repeated failure to complete prep/several subject completions in a short period of time.</li> </ul> <p><b>Failing to treat the community with care and respect</b></p> <ul style="list-style-type: none"> <li>• Repeated poor standards of uniform.</li> <li>• Disappointing behaviour in lessons, around school or towards other pupils e.g. unkindness</li> </ul>	<p>What, Who, What, How Conversation (verbal exercise with member of staff issuing sanction)</p> <p>↓</p> <p>Detention / Designated Reflection Time  (30 minutes) (Written exercise with Head – see page three)</p> <p>↓</p> <p>Any relevant further action agreed (e.g. letter of apology)</p>
<p>Category 3 (Medium Level)</p>	<p>Repeated Category 1 &amp; 2 behaviour and/or:</p> <p><b>Failing to strive to thrive</b></p> <ul style="list-style-type: none"> <li>• Very poor approach to academic studies</li> <li>• Failure to complete preps in several subjects.</li> </ul> <p><b>Failing to treat the community with care and respect</b></p> <ul style="list-style-type: none"> <li>• Very poor behaviour in lessons, around school or towards other pupils e.g. some bullying</li> </ul>	<p>What, Who, What, How Conversation (written exercise)</p> <p>↓</p> <p>Detention / Designated Reflection Time (60 minutes)</p> <p>↓</p> <p>Form Tutor to liaise with Head before contacting parents</p> <p>↓</p> <p>Any relevant further action agreed (e.g. Satis card, letter of apology, community service.)</p>
<p>Category 4 (High Level)</p>	<p>Repeated Category 3 behaviour and/or:</p> <p><b>Failing to strive to thrive</b></p> <ul style="list-style-type: none"> <li>• Purposely missing from lessons</li> </ul> <p><b>Failing to treat the community with care and respect</b></p> <ul style="list-style-type: none"> <li>• Poor behaviour towards a member of staff.</li> <li>• Very poor behaviour in lessons, around school or towards other pupils e.g. severe bullying, inappropriate use of social media</li> </ul>	<p>What, Who, What, How Conversation (written exercise)</p> <p>↓</p> <p>Detention / Designated Reflection Time (Wednesday Afternoon Detention)</p> <p>↓</p> <p>Parents informed by Head</p> <p>↓</p> <p>Any relevant further action agreed (e.g. Satis card, letter of apology, community service.)</p>

<p>Category 5 (Severe Level)</p>	<p>Repeated Category 4 behaviour and/or:</p> <p><b>Failing to strive to thrive and to treat the community with care and respect</b></p> <ul style="list-style-type: none"> <li>• Fighting/Physical Bullying/Racial/Sexual/Homophobic harassment; Bullying; Extreme acts of violence. Theft/Damage to Property (pupil or school).</li> <li>• Aggressive behaviour towards a member of staff.</li> <li>• Possession of any form of weapon. Possession or use of any form of alcohol, tobacco or illegal or harmful material or substances.</li> </ul>	<p style="text-align: center;">Internal Suspension</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Parents informed by Head</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">First official written warning</p> <p style="text-align: center;">+</p> <p style="text-align: center;">Parents invited in for meeting</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Final written warning</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Expulsion by Headmaster following full investigation (see Exclusion Policy)</p>
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### Reflective Written Work

Reflecting on the incident and what has happened since, answer the following the question:

- A. What is happening / What happened?
- B. What were the reasons for your choices?
- C. Who might have been affected or harmed by your choices and actions, and in what ways?
- D. In what way or ways did your choices and actions go against the School's aim of being 'A caring, respectful community in which everyone thrives'?
- E. How do you intend to use this 'setback' as a 'springboard' to make better choices in future, in line with your own and the School's values?
- F. Is there anything else you feel should be added? This might include a letter of apology to one or more people, a Satis Card or further reflection.

**Note from the LDC:** if a pupil hasn't completed work then it would be appropriate to ask why.