

# COGNITA



BRIGHTON COLLEGE PREP  
KENSINGTON

Behaviour Management Policy

Including Discipline and Exclusions

**September 2025**

## REWARDS AT BCPK

We believe wholeheartedly in positively reinforcing our school values. All children have their individual strengths and passions and should feel valued. Community, integrity and kindness matter and respectful conduct is at the heart of all that we do.

## THE PELICAN PATHWAY

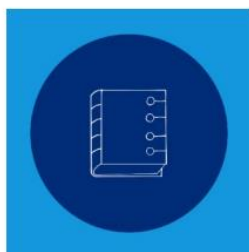
“The Pelican Pathway inspires and encourages pupils to reach their full potential, wherever their strengths lie. It celebrates pupils who uphold the qualities we most value in our learning”

### THREE PILLARS

The Pelican Pathway is made up of three distinct pillars of reward for pupils: PROGRESS, PARTICIPATION and PARTNERSHIP. Reward in each pillar is encouraged, fostering rounded and confident pupils.

#### PROGRESS

Reward for positive learning within the classroom resulting in strong academic progress.



#### PARTICIPATION

Reward for co-curricular contribution encompassing sporting achievement and performance in the arts.



#### PARTNERSHIP

Reward for working in partnership with peers, staff and our wider community, recognising all aspects of pastoral contribution.

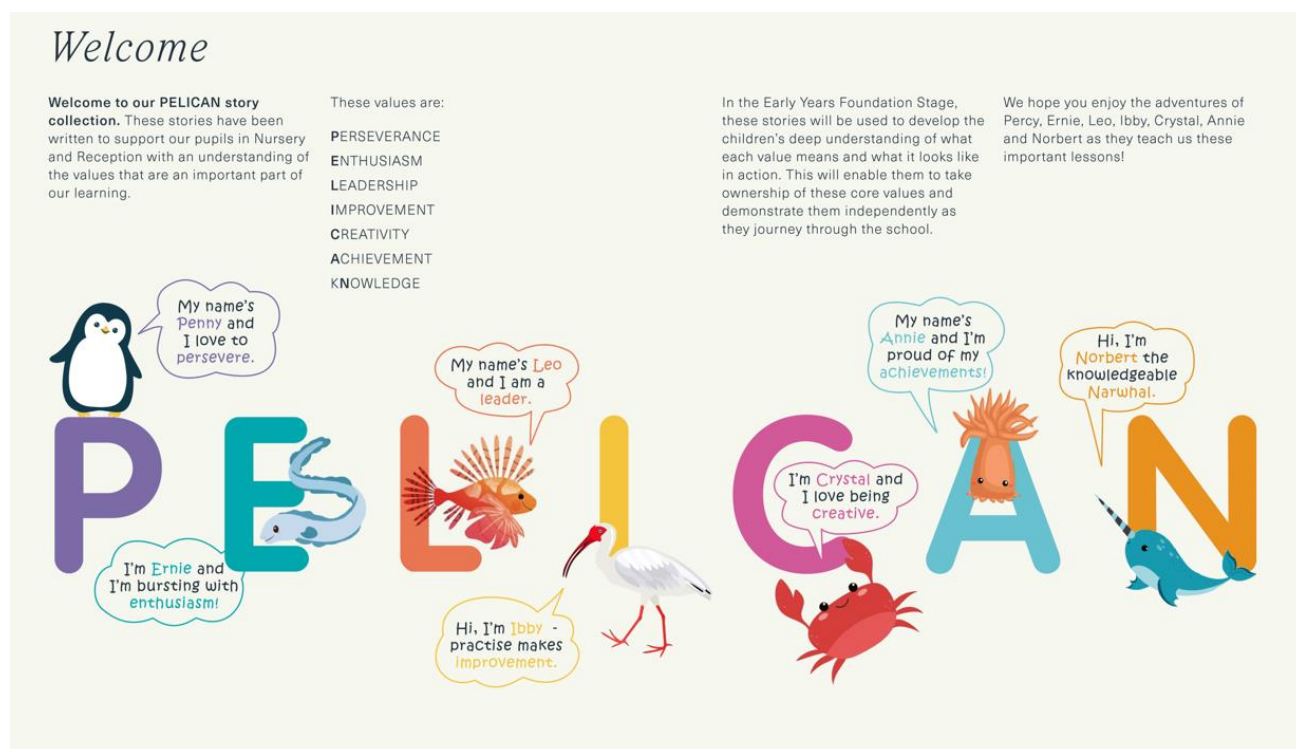


## PELICAN POINTS:

To journey along the Pelican Pathway, pupils collect Pelican points which are awarded to them by our staff team. From Reception to Year 2 Pelican points are awarded to pupils when they show clear examples of our defined qualities in any of the three pillars. Their points are recorded in classrooms on their individual 'Pelican Pathway' mats. From Year 3 upwards Pelican points are awarded for upholding the same qualities across each of the three pillars individually. This allows pupils the opportunity to gain separate rewards within each area of school life. Their points are recorded on their own Epraise profile online which is updated live

## REWARDS IN THE Nursery and Reception (Early Years)

As the children progress through the school there is a system of positive rewards starting in the Nursery. These are celebrated with the pupils in class and during assemblies with the Head of Pre-Prep or Head of Early Years.



Children are introduced to the Pelican story which helps them to have a solid understanding of our school values which are an important part of our learning and school life. They will receive their own Pelican Pathway Reward Sticker Booklet which helps pupils to visualise their reward journey.

Nursery and Reception pupils are awarded Pelican points when they uphold any of the qualities, we most value in our learning. Reward can be achieved and will be encouraged in each of the seven values which represent the Pelican Pathway. Each week, in Celebration Assembly, children are awarded stickers when they uphold these values. As pupils accumulate their Pelican points, they will be awarded bronze, silver and gold awards. The Pelican Pin and Pelican Crest awards are given to those pupils who achieve significant Pelican point totals over the course of an academic year

## **REWARDS IN THE PRE-PREP AND PREP SCHOOL:**

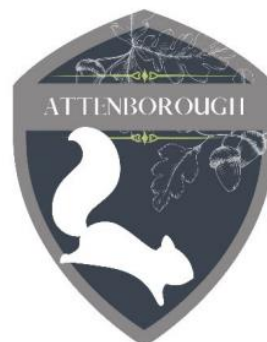
**PROGRESS** From Year 1, pupils are awarded Pelican Points in the PROGRESS pillar when they uphold our school values in the academic area of school life. Reward in this pillar can be achieved in all academic subjects, including art, both in lessons and in preps completed at home. Examples include when pupils show creativity with academic problem-solving, high levels of perseverance when faced with a challenging topic, or excellent understanding in a specific academic subject. As they accumulate their Pelican points along the Progress pathway, pupils will be awarded the bronze, silver and gold awards for Progress. The highest reward reached is the Progress Pin or Progress Crest which are awarded to those pupils who achieve significant Pelican point totals over the course of an academic year.

**PARTICIPATION** Pupils are awarded Pelican Points in the PARTICIPATION pillar when they uphold our school values in the co-curricular area of school life. Reward in this pillar can be achieved in all areas of co-curricular provision, including sport, music and drama. Examples include when pupils show perseverance in their performance technique, leadership skills in games situations or achieve a high level of knowledge in a specific area of music. As they accumulate their Pelican points along the Participation pathway, pupils will be awarded the bronze, silver and gold awards for Participation. The highest reward reached is the Participation Pin or Participation Crest which are awarded to those pupils who achieve significant Pelican point totals over the course of an academic year

**PARTNERSHIP** Pupils are awarded Pelican Points in the PARTNERSHIP pillar when they uphold our school values in the pastoral area of school life. Reward in this pillar can be achieved in all realms of pastoral development, including personal, community or house initiatives. Examples include when pupils show improvement in their pastoral understanding, effort in developing personal or peer related pastoral qualities or sharing knowledge related to pastoral themes. As they accumulate their Pelican points along the Participation pathway, pupils will be awarded the bronze, silver and gold awards for Participation. The highest reward reached is the Partnership Pin or Partnership Crest which are awarded to those pupils who achieve significant Pelican point totals over the course of an academic year

## HOUSE SYSTEM

Each child is allocated to one of the four houses. This is a vertical grouping system, and we aim to keep a balance of gender in each year group in each house. In the Prep school there are regular house meetings at which rewards and sanctions are discussed. The house system aims to encourage healthy competition, cooperation, teamwork and loyalty.



## **STANDARDS OF BEHAVIOUR**

The school expects high standards of behaviour. Pupils are encouraged to maintain a good work ethic and good levels of behaviour. Each member of staff is expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

It is understood that there will be variations in staff acceptance and tolerance of 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

Everyone at Brighton College Prep has the right to feel secure and to be treated with respect. Bullying will not be tolerated, and the school's anti bullying policy is available on the website.

## **SCHOOL RULES**

Our aim is to reward and encourage good behaviour, while sanctions help us to set boundaries to manage challenging behaviour. In this way, our intention is to help pupils understand what is expected of them and why sanctions may be imposed for inconsiderate and unacceptable behaviour. Pupils are encouraged to use common sense and behave in a way that reflects the best interest of the whole community and which supports our school ethos that kindness is the currency.

Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Head in enforcing our rules in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Head, for her part, undertakes to ensure that sanctions are applied fairly throughout the school and where appropriate, after due investigation has taken place.

The Deputy Head oversees the discipline policy at Brighton College Prep Kensington in consultation with the Head, other members of SLT, Tutors and other members of staff.

## READY TO LEARN POLICY

Created by our own pupils through the SCHOOL COUNCIL, we have a ready to learn policy that is part of respectful conduct both in class and around school.

Rules around starting the learning process:

Pupils show they are ready to learn by:

- Starting promptly
- Being prepared by having the right resources
- Working to the best of their ability
- Listening respectfully when teachers are talking
- Speaking to others with respect
- Allowing others to learn (do not distract others)
- Keeping off task conversations for social times
- Respecting other pupils' personal learning space

Fountain pen or roller ball pen – blue/black ink
Pencils
Black fine liner
Transparent ruler
Eraser
Scissors
Highlighter pens
Protractor – either 360 or 180
Glue stick
Erasable green pen
Coloured pencils / felt tip pen
Pair of compasses
Red, green and black biros
Pencil sharpener

## **DEMERITS, REFLECTIONS & DETENTIONS**

If a pupil breaks the code of conduct, they may find themselves in either a HOY Reflection, a Deputy Head's detention or a Head's after school Detention.

If a pupil breaks the code of conduct, they will initially find themselves being disciplined by subject teachers or any other member of staff. In the Prep School we have a DEMERIT system. A DEMERIT may be issued for a minor offence and will be issued alongside a teacher-led sanction. Pupils will be reminded that you may not be getting things quite right or not responding to the reasonable requests of school staff. Each demerit will be issued alongside a discussion between the pupil and their form tutor so they can be given appropriate support and guidance.

Parents will also be notified by the teacher if the pupils are given a Head of Year Reflection, so parents are able to discuss any issues with their child.

If a pupil receives three Reflections in one half term, they will receive a Deputy Head's detention. This will be held at a time of the Senior Deputy Head's discretion.

This will go on the pupils' school record and parents will be contacted. A Head's 'after school detention' can also be given for more serious offences or repeated minor offences.

## **SANCTIONS AT BCPK**

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

All sanctions are recorded which provides a valuable record of ongoing misdemeanours, helps to establish any trends or patterns in a child's behaviour.



## EXCLUSION

Only the Head can exclude a pupil. Pupils may be excluded for one or more fixed periods or permanently.

### Fixed Periods:

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

For Example:

- Wilful damage to staff/school pupils' property
- Stealing
- Using inappropriate language
- Entering private areas of the opposite sex
- Aggressive or violent behaviour
- Bullying
- Drug or alcohol use
- Vandalism
- Persistent misdemeanours
- Not respecting differences arising out of gender pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability (Equality Act)

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.

For example:

- Serious violence, actual or threatened, against a pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Persistent low-level offences
- Ongoing bullying
- Failure to respond to school support systems
- Continuing a course of behaviour that undermines the smooth running of the school community.
- Alcohol abuse
- Frequent examples of suspendable incidents
- Breach of the terms of the Parent contract.

### **PARENTAL COOPERATION**

Parental cooperation forms a part of the parent contract between the school and all parents of pupils at the school. A refusal to abide by terms of exclusion may be considered a breach in contract.

### **APPEALS**

Parents are entitled to appeal to against any exclusion. A letter of appeal should be sent to the school and addressed to the General Manager. A hearing will be set up as quickly as possible, but at the latest within 10 days upon receipt of the appeal. The decision is final.

### **CORPORAL PUNISHMENT AND RESTRAINT**

There is no corporal punishment threatened or 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:

- Committing an offence
- Causing personal injury or damage (including to themselves)
- Engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any time.

Any form of physical restraint will be communicated with parents that day or as soon as practicable. The Senior Leadership Team will be informed, including the Head and records will be kept and stored in a secure pupil file with the Deputy Head.

### SANCTIONS FLOW CHART – PREP SCHOOL

#### Initial Sanctions – A Demerit with a teacher led sanction

Demerit will be added to the Epraise rewards/sanctions system as well as count against their overall house point total. Other sanctions will be run alongside this at the discretion of the teacher and communicated with the tutor and HoY.

**In class:** A demerit to be given and it will involve an initial sanction with the teacher of the lesson. This is actioned and run by the teacher involved with the misconduct.

*Examples of behaviour:*

*Not following the 'Ready to learn policy'*

**Break Time:** The pupil is immediately sent to the Gate to sit with the duty member of staff for a 'time-out.' Demerit will be recorded on Epraise by the end of the day.

*Examples of behaviour:*

*Out of bounds,*

*Poor behaviour around school*

*Wearing incorrect clothing*

**Around School:** Poor behaviour during time when not in break or during class.

Sanctions can be given at any time by any member of staff. A demerit is to be given and it will involve an initial sanction with the member of staff. This is actioned and run by the member of staff involved with the misconduct.

Examples:

Poor behaviour walking around school,

Poor behaviour on school transport

Poor behaviour at meal times.

Please Note: All form tutors will monitor their tutees sanctions on Epraise. All demerits will be reviewed at HoY Meetings and Pastoral Team Meetings.



### Escalation – Further Sanctions

Sanctions can be escalated by staff members if the pupils have not responded to the teacher's initial intervention/sanction in class/around school.

**IN CLASS:** If there is no improvement then it will result in escalation. Pupils will meet with HoY to reflect on behaviour. Parents/Guardians will be notified if this has occurred. The teacher who escalated the sanction will need to follow up with communication home, by email or telephone call.

This will be recorded on Epraise as a **HoY Reflection**

**AROUND SCHOOL or BREAK TIME:** If after the 'time out' or initial sanction the pupil repeats behaviour, the member of staff will escalate, and they will be sent to school office. The pupil will meet with the HoY to reflect on their behaviour. *Parents/guardians will be notified if this has occurred. The member of staff who escalated the sanction will need to follow up with communication home.*

The sanction will be recorded on Epraise as a **HoY Reflection**.

At any intervention stage the pupils will reflect on their own choices alongside the school values.



### Deputy Head's Detention

Numerous pastoral demerits or more serious one-off incidents of behaviour will result in a Pastoral Detention with the Deputy Head.

Examples:

Repetitive poor behaviour – 3 Reflections in one half of term.

Unkindness

Rudeness to st

Cheating

Consistently not following the 'Ready to Learn Policy.



### Head's Detention

One or more serious misdemeanour will result in a Head's Detention

The Deputy Head will contact parents.

*Examples:*

*Acts of violence, swearing/ rudeness to staff/ out of bounds/ compromising safety of staff and pupils.*

Monitoring: SLT



### Temporary Exclusion (External or Internal)

Deputy Head or Head will contact parents. Behaviour or Work Contract will be signed upon pupils return

Report Card with weekly meetings with the HoY to be put in place.

Examples: Repeated Head's detentions or a one-off more serious incident.

## UNIFORM EXPECTATIONS

All children are expected to wear the school uniform. Variations from the agreed uniform list are not permitted and children must ensure that the correct footwear, coats and knitwear are worn.

### **CLOTHING**

- Uniform must be well maintained and pressed.
- Shoes must be smart black leather, and polished. Logos or intricate designs are not permitted.
- Patterned or coloured socks are not permitted.
- During cold weather, children may wear a discrete navy blue or black thermal layer under their uniform.
- All uniforms must be clearly labelled with your child's name. This can be done by School Blazer at the point of purchase and is highly recommended.

### **HAIR**

- Hair should be neat.
- Shoulder length hair and longer, should be tied back with a standard elastic hair tie.
- Hair accessories should be simple and navy blue or black.

### **ACCESSORIES**

- P.E tops and sports gear are only permitted during P.E/ Games and relevant clubs.
- Children may wear a watch, however smart watches are not permitted in school.
- A single small set of studs may be worn in the earlobe
- Jewellery, other than for religious reasons, may not be worn.
- Make up and nail varnish is not permitted in Year 6 and below. In Year 7 & 8 small amounts of natural makeup may be worn

## Girls' School Uniform

Winter Uniform
Navy crested wool blazer
Navy crested cardigan
White long-sleeved blouse
Tartan Skirt
Tartan Trousers (optional)
Navy crested storm-proof coat
Navy crested quilted jacket
Navy waterproof jacket
Navy waterproof trousers
Navy felt hat
Black tights
Long black socks
Black crested bookbag
Black crested rucksack
Black scarf (optional)

Plain black leather shoes (laces or Velcro – not ‘trainer’ style)
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## Girls’ Sports Uniform

Navy crested tracksuit top
Burgundy crested mid-layer
Burgundy and navy reversible games shirt
Navy crested training pants
Navy rugby shorts
Navy running shorts (optional)
Navy skort
Navy crested base layer
Navy crested base layer leggings
Navy and burgundy games socks
Navy crested games bag
Navy swimming costume
Navy crested swim cap
Navy crested swim bag

## Boys

Winter Uniform
Navy crested wool blazer
Navy crested jumper
White long-sleeved shirt
Grey trousers
Tie
Navy crested storm-proof coat
Navy crested quilted jacket
Navy waterproof jacket
Navy waterproof trousers
Navy cricket cap
Grey ankle socks
Black crested bookbag
Black crested rucksack
Black scarf (optional)
Plain black leather shoes (laces or Velcro – not ‘trainer’ style)

## Boys’ Sports Uniform

Navy crested tracksuit top
Burgundy crested mid-layer
Burgundy and navy reversible games shirt
Navy crested training pants
Navy rugby shorts
Navy crested base layer
Navy crested base layer leggings
Navy and burgundy games socks
Navy crested games bag

Navy swim jammers
Navy crested swim cap
Navy crested swim bag

## **EQUAL OPPORTUNITIES**

All reward and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy without discrimination because of differences arising out of gender, pregnancy and maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment, or academic or sporting ability.

### **Mobile phones**

Whilst in school, the use of phones is not allowed to encourage and facilitate conversation and involvement in activities.

Remember:

- Pupils should not bring their mobile phone to school.

We consider text and phone bullying to be a serious issue. An electronic device can be confiscated under suspicion that it contains evidence of cyberbullying or sexting. The use of an electronic device for making, storing or distributing inappropriate images (e.g. sexting) is a very serious offence, and the pupil's place at the school will be called into question if they are involved in this.

### **Smoking, alcohol and drugs**

It is a breach of the school Code of Conduct for pupils to smoke, and illegal for any person to smoke on school premises. This also includes the use of e-



cigarettes. Pupils caught smoking, including using e-cigarettes, on the College campus, on trips off-site with school or at sports fixtures, may be suspended from school.

Pupils are forbidden to drink alcohol at any time.

The school has a strict Drugs and Substances Policy, with no second chances. Senior pupils will receive drug education as part of the PSHEE programme. Any pupil caught bringing illegal drugs onto the campus, to a school activity on- or off-site (holidays or term time), or found to be under the influence of drugs, will be asked to leave the school.

The school may search a pupil's belongings for any banned substances

## **Sexual behaviour**

Any pupils found engaging in any form of sexual behaviour must expect to forfeit their right to be members of the school. There should not be public displays of affection, which may give rise to embarrassment or the feeling of awkwardness in others.

Sex and relationships are considered important areas of knowledge. The curriculum for Relationships and Sex Education (RSE) is developed within Personal, Social and Health and Economic Education (PSHEE) and is delivered through the teaching of science and PSHEE.

## **Theft**

We believe in respect of one another and of each other's property and hence we consider theft to be a very serious matter indeed – it severely undermines the trust which makes a school community thrive. Any pupil who is found to have stolen the property of others may risk their place in the school.

## **Online safety**

The general rules are:

- Be safe – think about the personal information people can find out about you.
- Be considerate – think about the words/images/clips you use online.
- Be good – follow the school rules, including supporting each other whenever online.
- Be wise – make wise choices; remember that your behaviour online remains your behaviour