



OLD BUCKENHAM HALL

A leading co-educational preparatory school for children aged 2-13 years

Behaviour & Discipline Policy

OBHP04

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Behaviour & Discipline Policy

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This policy has been drawn up using advice from “Behaviour and discipline in schools – Advice for Headteachers and school staff” published by the Department of Education in January 2016. As such the school acknowledges that:

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- This power applies to all paid staff with responsibility for pupils, such as teaching assistants, sports coaches and matrons
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits
- Teachers can confiscate pupils’ property

This is a whole school policy which includes EYFS and the Boarding Houses.

This policy should be read in conjunction with the following school policies:

- Safeguarding and Child Protection policy
- Anti-Bullying policy
- Use of Force to Control or Restrain Pupils policy
- Search and Confiscation policy.

Principles

The school’s approach to behaviour management is based on the following fundamental principles:

- The school has the highest standards and expectations regarding behaviour and courtesy
- Any incidents of poor behaviour are dealt with positively and constructively to develop good behaviour habits
- Positive behaviour management is the most effective method
- The school plans for good behaviour rather than reacts to bad behaviour
- In many instances, behaviour is a choice. The rules, expectation and consequences are very clear to all pupils so that they develop the skills and responsibilities to control their own behaviour

Aims - The school acknowledges that positive behaviour is a key to successful learning and to a child’s happiness at the school. The school aims to:

- Promote and reward good behaviour
- Encourage children to learn to take control and responsibility for their behaviour and accept the consequences of their actions

- Develop self-esteem and a sense of self-worth in an environment where every child feels safe, happy, valued and respected
- Encourage children to respect the property, feelings, ideas and opinions of others
- To foster essential values: honesty, trust, fairness, courtesy, tolerance, compassion and respect
- To promote firm action against all forms of bullying
- Help children develop a clear idea of what is right or wrong
- Allow children to develop the skills to control their own behaviour
- To promote respect for their environment in and out of the school buildings

The school will:

- Have a clear set of rules and expectations for all the children
- Reinforce positive behaviour in whole school celebration assemblies and collective worship, as well as in form time and PSHE lessons
- Have a clear and transparent system of rewards to promote good behaviour
- Have clear and appropriate sanctions so children and adults know what will happen as a consequence of poor behaviour.
- Ensure all adults are managing pupil behaviour positively and are consistent in their use of rewards and sanctions, acknowledging that staff are the role models and should, always, demonstrate high levels of respect, courtesy, tolerance, compassion and fairness. A consistent application of this policy is essential to manage behaviour positively and effectively. To that effect, termly reviews of rewards and sanctions data are discussed and shared with staff during INSET. A weekly pastoral update is provided to staff containing information regarding the rewards and sanctions given each week.
- A student council made up of representatives from across the age ranges and differing areas of the school will meet with the Pastoral Deputy Head twice a half term to monitor and discuss behaviour and pastoral issues.

The OBH Way

The school has the highest levels of expectation regarding behaviour and manners. The school does not rely on a lengthy list of a school rules, rather a clear and consistent set of values which applies to all children in the school in all areas. These form the basis of expectation for all children's behaviour.

- **Courage:** perseverance, individuality, commitment
- **Kindness:** compassion, forgiveness, helpfulness
- **Pride:** appearance, honesty, conduct
- **Respect:** courtesy, politeness, awareness
- **Responsibility:** organisation, initiative, leadership
- **Community:** inclusivity, diversity, loyalty

There are also specific instructions for certain parts of the school: Rory's Place, swimming pool, trampoline, art studio, DT workshop and science labs - and these are displayed in these areas.

See APPENDIX IV for the Pre-prep behaviour management policy.

Rewards in the Prep School

Positive behaviour management is by far the most effective behavioural management tool. It reinforces good behaviour and leads to positive habits. It also enhances self-esteem and makes children feel valued,

confident, happy and safe. The school has many rewards at its disposal to reward and promote good behaviour.

- **Verbal praise.** This should be given at any time you see a child behaving or working well. This can be the most simple but powerful tool as children respond well to being recognised doing something right. Never underestimate the power of a smile, a thumbs up or a simple, 'well done!'
- **Shield Points** are awarded for demonstrating the OBH Way values, demonstrating excellent Work Characteristics and achievement in lessons, and demonstrating effort, commitment and achievement in co-curricular activities. They are also awarded for good behaviour. Again, these should be awarded for behaviour above and beyond the usual high expectations of children at OBH.
- **Shield Points** should be rewarded as soon as possible; ideally by the end of the lesson/activity.
- **Bronze, Silver and Gold Badges** are awarded to a pupil for the attainment of **40, 80 and 120 Shield points**. These are awarded at the school's fortnightly Celebration Assembly and are counted towards the House Cup competition.
- **Shield points** should be recorded in iSAMS. This will then be monitored by the Pastoral Deputy Head on a weekly basis.
- **Super Students** are selected each week by form tutors of children in years 3 to 8. Each week, an OBH Way value is focused-on. Children who have demonstrated this particular value are recognised and entered into a termly prize draw for a book token.
- **Form of the Week** is awarded weekly and is determined by the average number of shield points received per pupil, per week in each form (in years 3 to 8).
- **Headmaster's Commendations** are awarded for a piece of work, form of behaviour or action in any area of school life that is deemed to be outstanding by a member of staff. The individual will receive a certificate in a celebration assembly.
- **Certificates** are awarded in assembly for many reasons: music exams, pen licences, drama exams, sports awards etc.
- **Trophies and cups** are awarded at the end of terms and at the end of the academic year for many different activities. This may happen in final assemblies or during prize-giving on speech day.

Shield Points

The DH Pastoral will track the progress and when pupils reach the thresholds, they will be awarded the appropriate lapel pin to wear on their blazer. All children who started the academic year on roll in September, should reach the bronze award level (40 points) by the end of the academic year. The DH Pastoral will monitor this and feedback to staff where a child is under-represented.

Shield points should be awarded for:

Academic Achievement

Co-Curricular Achievement

The OBH Way

The OBH Way values explained:

There are six values constituting the OBH Way. Each value is made up of three sub-values.

Courage

Perseverance

A child may demonstrate perseverance in the face of adversity. Every child has their unique challenges whether academically, socially, physically or emotionally. A point should be awarded when a child demonstrates clear effort to battle against their unique challenge.

Individuality

Encouraging a child to think for themselves and act upon their own beliefs and morals is a key responsibility of the school. A point should be awarded when a child demonstrates this. This could be standing up for or against someone who is breaking the values of the OBH Way or choosing to represent those in need at OBH or through charity work.

Commitment

A child may demonstrate commitment to a sports team, a music group, a school project, exam preparation, the school council or any other aspect of school life. A point should be awarded when this commitment is demonstrated in the face of temptation or opportunity to waver.

Kindness

Compassion

A child should be recognised for showing compassion when they actively seek to understand the needs of others, whether in school or as part of the wider world. It is more than simply recognising the suffering or misfortune of others but doesn't necessarily need to include trying to action change. Compassion should be recognised as the act of engaging with the feelings of others to understand them better.

Forgiveness

A child should be recognised when they are able to put aside their grievances towards others and show forgiveness and a willingness to move forward. Learning to forgive is a fundamental life skill and one that many struggle with. Small gestures of forgiveness should not be overlooked as they are the building blocks for bigger challenges later in life.

Helpfulness

All children enjoy a degree of responsibility and thrive on the challenge it brings. Some children have the confidence to seek this responsibility, whereas others need help to do this. A point should be awarded either for a child seeking to be helpful or when a child, who would otherwise be reluctant to ask, helps. There is potential for this to be overused and therefore a judgement should be made on when it is awarded.

Pride

Appearance

A point may be awarded for excellent uniform or presentation of work. A point may also be awarded where a significant effort has been made to improve in these areas.

Honesty

Honesty is expected at OBH and while pupils should always be praised for honesty, this point should be reserved for the demonstration of honesty in challenging circumstances; where honesty takes more character to demonstrate.

Conduct

A point should be awarded when a child represents themselves or the school in a manner which reflects strongly on the school. This could be during a trip, concert, sports fixture or any other activity (public or not). When a child sets a positive example to others through their behaviour, this should be rewarded.

Respect

Courtesy & Politeness

A child should be awarded a point when they set an example of how to be polite, courteous, respectful or civil towards others. As this is behaviour we expect from all at OBH, this point should be reserved for examples shown in the face of adversity or challenge.

Awareness

We are all responsible for helping the children at OBH to become more aware of the world around them and the realities of the world beyond our school. It is natural for children to make mistakes as they learn about the world and we should be careful not to stifle their curiosity at this age. Rewarding them for awareness should not just be about saying the right thing but more a recognition of the desire to learn and engage in developing their, age appropriate, awareness of all areas of life, including (but not limited to) equality, inclusivity, race, religion, gender and sexuality.

Responsibility

Organisation

Children should be rewarded for demonstrating excellent levels of personal organisation or for their role within the organisation of activities/events both in and out of School. This may be a house event, charity event or other school event.

Initiative

Children should be rewarded for demonstrating the ability to make common sense or informed decisions (where appropriate) in relation to personal, school based or outside school based activities. This may also be used to reflect the generation of unique or useful ideas.

Leadership

Leadership is often misunderstood as a status reserved for those in positions of power or responsibility. The children at OBH will be given opportunities to lead but we also want to encourage them to be leaders every day by setting good examples for others. Recognising this informal leadership will reinforce its importance

Community

Inclusivity & Diversity

Children at OBH are encouraged to be inclusive and celebrate diversity. As with awareness, they are at an age where they will learn from mistakes as well as through their formal education. Recognition of the children for inclusivity may come from observed actions with other pupils of different gender, age or new starters. Recognition can also come from demonstration of understanding and knowledge within their formal education. Children will encounter diverse religions, nationalities, genders and sexualities. They can and should be praised and recognised for embracing diversity where it occurs.

Loyalty

A child should be recognised for their loyalty to the school, their friends, their family and to upholding the OBH Way. Loyalty is a challenging concept for anyone, especially children, as they are often torn between loyalty to friends and doing the right thing. We promote the importance of loyalty through honesty, respect and kindness. We also promote the importance of making the morally correct decision, which can at times feel counter-intuitive to our sense of loyalty. Rewarding loyalty must be done with care to ensure we reinforce the culture of morally correct behaviour as opposed to either tale-telling or closing ranks.

As teachers and members of staff, we will not always witness examples of the core values, and therefore can rely on third party information providing it is credible. Encouraging children to recognise the OBH Way values in each other and seeing them celebrate them will only strengthen the message.

The OBH Way in our Curriculum

All teaching staff should promote the OBH Way through their lessons. As the OBH Way is broad, there will always be an opportunity to link to it, regardless of subject or topic. The expectation is not to include these links in every lesson as a rule, or to force the link somehow. The expectation is that staff will include the OBH Way in their thought process when planning lessons, so that appropriate opportunities can be used as and when they present themselves. The more the OBH Way is embedded into all aspects of life at OBH, the greater the impact on the development of our children.

Non-teaching staff

A short guide to the OBH Way will be issued to all non-teaching staff annually, and new starters as part of their induction to the school. This guide will highlight the role that all, but more specifically non-teaching staff play in embracing, recognising and promoting the core values of the OBH Way.

Rewards in the Pre-Prep

- House Points are awarded for good work in the classroom or kind behaviour towards others. Certificates are given when you reach certain numbers of House Points.
- In the Pre-Prep, stickers/House points are awarded for good work and behaviour. When a child achieves 25 stickers they receive a Diamond certificate and continue receiving certificates for every 25 house points thereafter. Certificates are increasingly prestigious and are awarded by the Headmaster.

Sanctions

For most of the time, children are well-behaved, thoughtful and work well in the parameters outlined above; however, for many different reasons, pupils sometimes make the wrong decision regarding their behaviour and it is necessary to administer a sanction. The law is very clear about what is allowed when sanctioning a child and the School works within these laws:

- The decision to sanction a pupil must be made by a paid member of school staff authorised by the Headmaster
- The decision must be made on the school grounds or while the pupil is under the charge of a teacher
- It must not breach any other legislation (e.g. disability, SEN, race, human rights)
- A punishment must be **PROPORTIONATE** considering age, SEN, disabilities or religion

- **CORPORAL PUNISHMENT OR THE THREAT OF CORPORAL PUNISHMENT IS ILLEGAL IN ALL CIRCUMSTANCES**
- The school should consider whether the behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. This should be referred to the school's DSL as outlined in the Safeguarding Policy.

The school believes children should develop responsibility for their own behaviour and this is reflected in the structure of the sanctions given. Most incidents of poor behaviour are dealt with by the member of staff present. If a child breaks one of the school rules, the following steps should be taken:

Prep School sanctions

All children at OBH are expected to follow the OBH Way. The following behavioural system is designed to give guidance to a member of staff when faced with behaviour that does not follow the OBH Way. This policy is not punitive and should not be seen as such. Our goal is always to encourage the pupils to improve or correct their behaviour. All behaviour has a context and staff should apply their experience and knowledge of the children when deciding how to proceed. If the member of staff is in any doubt as to how to proceed, then they should speak to the Deputy Head Pastoral for clarification.

Incidents and the resulting actions should be recorded on CPOMS. Staff can also record concerns that do not require a sanction.

Consistency is important and so all staff should follow the guidance given in this document.

Levels of behaviour

There are three categories for types of behaviour and these apply to the Prep school during normal school hours (8am to 5.40pm). They also apply to all areas of the school, including classrooms, outdoor spaces and in the dining hall. Staff on duty should apply the system in the same way as teachers in the classroom.

Yellow Level Behaviour – should be met with a warning and an explanation for the pupil. The purpose of this is to help the pupil learn and correct their behaviour. If after a warning, the behaviour continues, then a single minus is recorded. The awarding teacher should clearly articulate this to the pupil. If the behaviour continues or escalates then this may become orange level behaviour. It is the responsibility of (and at the discretion of) the awarding teacher and form tutor to take appropriate action with the child. For example, this may take the form of a reflective conversation, being kept back at the start of break, having a privilege removed.

Orange Level Behaviour – should be met with two minus points. The pupils will be aware that behaviour reaching this level will lead to a phone call home from the DHP and a break time detention. If orange level behaviour continues or escalates following this, it may become red level behaviour.

Red level Behaviour – should result in an immediate referral to the Headmaster. All details of the behaviour must be recorded ASAP on CPOMS under the Red Level Behaviour option. A member of SLT (usually the Deputy Head Pastoral) will carry out the necessary investigation which may lead to one or more of the following:

1. Post-Incident Learning with a member of staff
2. A phone call home
3. A meeting with the Headmaster
4. Parents called in to see either the Pastoral Deputy Head or Headmaster
5. Report Card

6. The implementation of a Behaviour Support Plan (BSP)
7. In the most serious of incidents, suspension or expulsion

See Appendix I for Levels of Behaviour Descriptors.

Accumulation of minus points

5 Minus shield points (in one half term) - triggers a phone call home and a Break Time Detention with the DHP and the completion of a reflection form prepared by the Deputy Head Pastoral. The reflection form will be completed during the detention and a copy is sent to the tutor (via CPOMS) and to parents (via email).

10 Minus shield points (in one half term) or - triggers the same as the above with the addition of the pupil being placed on a report card which is communicated to parents by the DHP during the phone call home. The report card is reviewed by the form tutor and pupil on a daily basis. At the end of the week, the pupil will meet with a member of SMT (usually the DHP) to review the week. The DHP will share the report card and review it with parents at the end of the week. The DHP will work with the form tutor, the staff body, the Pastoral Team and the Headmaster to determine if additional support should be implemented. Examples of additional support include a behaviour support plan (BSP), a bespoke timetable, ELSA sessions.

All further behavioural concerns will be dealt with at the discretion of the Headmaster for a three-month period. Following a satisfactory three-month period, the pupil will be given a fresh start and all previous incidents will not impact them moving forward.

The school will never:

- Use corporal punishment or threaten to use it
- Use unacceptable, excessive or punitive punishments designed to cause pain, humiliation or anxiety
- Deprive a child of food, water or sleep
- Withhold any form of medical treatment
- Leave a child unsupervised in any part of the school on their own, as a punishment
- Deprive a child access to contact to their parent/s or external help line

Recording pupil events on CPOMS. If a child receives any sanction, then this must be recorded on CPOMS within 24 hours of the event. Information should include: details of the misdemeanour, the consequence given and how the matter was resolved. Any meetings with parents must be recorded and details written on CPOMS or on a separate parent/staff meeting form.

Boarding Rewards and Sanctions

Whilst the boarding house still adheres to The OBH Way, it is very much considered a home from home and, as such, has its own code of conduct, rewards and sanctions policy which can be found in **APPENDIX III**.

EYFS and Pre-Prep Sanctions

However, it is appropriate that sanctions are different in the Pre-Prep where our youngest pupils are learning their behavioural habits. See APPENDIX IV for Pre-Prep and EYFS Rewards and Sanctions policy.

Exclusion

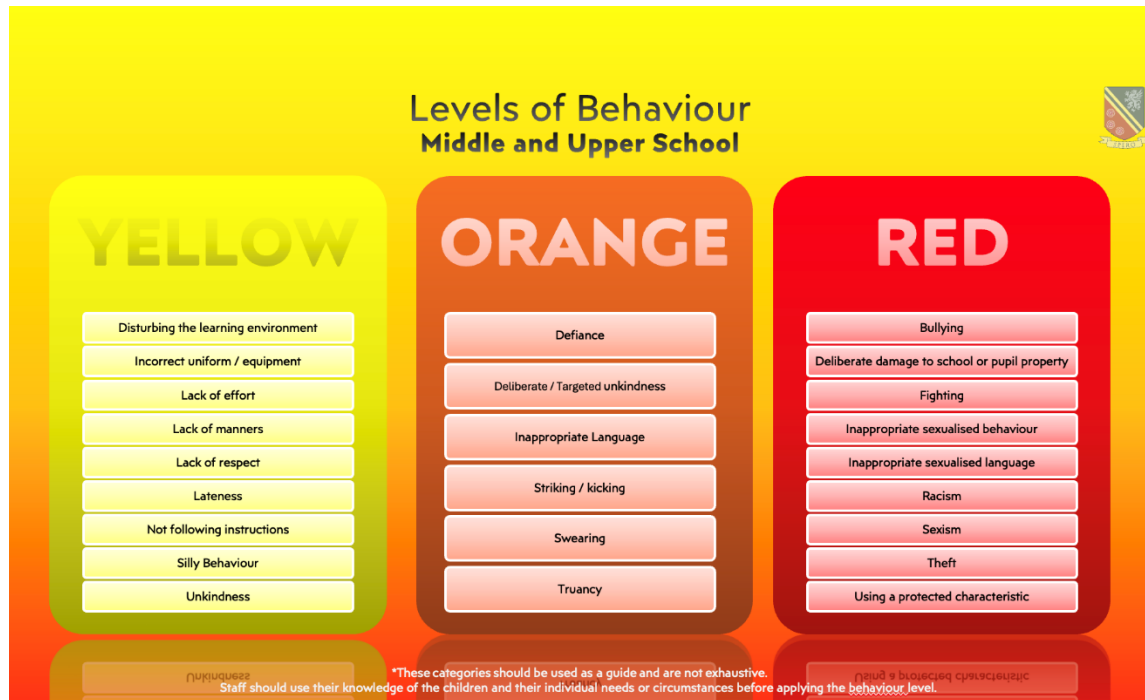
Temporary or permanent exclusion from the school, falls within the sole authority of the Headmaster. See APPENDIX V for the school's Exclusion, Removal and Review policy.

- APPENDICES
 1. Progression of sanctions
 2. Positive Behaviour Management
 3. Boarding Rewards and Sanctions
 4. Pre-Prep & EYFS behaviour policy
 5. Exclusion, Removal and Review policy
 6. OBH Way Poster

Monitoring and Review: The implication of this policy will be monitored by the SMT and the Pastoral Deputy Head to encourage staff to share good practice and to support any staff who may be struggling with behaviour management. This policy is reviewed by the Pastoral Deputy Head and will next be reviewed in August 2027.

APPENDIX I – Behaviour Descriptors

These categories/examples should be used as a guide and are not exhaustive. Staff should use their knowledge of the children and their individual needs or circumstances before applying the sanction.



***Additional sanctions may be put in place which are at the discretion of staff. The accumulation of minuses over a half-termly period is explained on page 9 of the Behaviour Policy.**

APPENDIX II

Positive Behaviour Management – A Practical Guide

Principles

The school's approach to behaviour management is based on the following fundamental principles:

- *The school has the highest standards and expectations regarding behaviour and courtesy*
- *Any incidents of poor behaviour are dealt with positively and constructively to develop good behaviour habits*
- *Positive behaviour management is the most effective method*
- *The school plans for good behaviour rather than reacts to bad behaviour*
- *In many instances, behaviour is a choice. The rules, expectation and consequences are very clear to all pupils so that they develop the skills and responsibilities to control their own behaviour*

Never believe the teacher who claims they never have problems with behaviour. We all do; the difference is the way effective teachers deal with these issues.

1. **Always Have the highest expectations and standards** regarding pupil behaviour and courtesy. Remember that you are always the example and reflect this in your conduct
2. **Set the tone.** Make sure the school day and lessons start as you wish to go on. Children should move around the school quietly and calmly and should enter your classroom in the same way. If you are not happy with the way this happens, stop and start again.
3. **Prevention.** Plan for good behaviour. Make sure children are properly supervised. Know where and when the 'hot spots' are for potential poor behaviour and make sure these times/areas are managed. Know which children should be working together and where they are placed in the classroom. Know what can trigger certain children's behaviour e.g. do they get bored and distracted if you give too many instructions or if they find the work too easy/difficult?
4. **You establish what you establish.** You are in charge of your classroom/area of responsibility. You set the rules and enforce them. What you establish will continue so make sure the standard of behaviour is correct. Remember that what you choose to ignore is seen as acceptance and will become established. Make your expectations clear from the beginning and challenge any behaviour that does not meet this standard. Children respond well to boundaries and clear expectations. Time spent establishing these will lead to positive working relationships throughout the year. Once children know where the boundaries are, they won't try and push them. Think of electric fences! Be assertive – which is halfway between passive and aggressive. Too severe and you desensitise children, too passive and you are ineffectual.
5. **Be Positive.** Focus on the children who are doing the right thing and give public recognition and reward. Children are keen to please and will respond to this. Use positive rather than negative language e.g.
"Can I please have everybody listening just like James is" rather than "Can you all just stop talking!"
"Can I have everybody working on task please" rather than "Can you stop turning round!"
Say thank you to children when they follow instructions. Never underestimate the power of a smile or a quiet word.
Keep a sense of perspective: one child not doing as they should do does not mean it is a bad lesson – concentrate on all the good things that are happening.
6. **Behaviour is a choice.** Children need to learn how to behave appropriately and must develop the skills that enables them to control their behaviour. If a child misbehaves or does something they

shouldn't have done, they should, in the first instance, be given the chance to amend. If the child persists, this should be followed with a clear warning of the consequences: "you can either work quietly or you can come and work with me", "you can do exactly as I ask or I can give you a minus". The child is now taking responsibility for their behaviour and you have acted fairly and assertively: you gave the child a choice.

7. **Challenging behaviour.** Sometimes you witness behaviour which needs immediate action. If you need to intervene, do so calmly and with a sense of proportion. Investigate thoroughly and give children the chance to speak and have their say. Avoid confrontation in public places – children do not like to be seen to lose face. Explain to the child what they have done wrong, which rule they have broken and what the resulting sanction will be. Children will accept punishments if they feel the process has been fair and that they haven't been humiliated. If you say you will speak to other children or adults, do so.
8. **Avoid negative spirals.** Repeat offences by the same child/children need to be approached the same way. Avoid giving children labels as they will live up to them. Speak to the child and ask them to explain their actions. Ask them how you can help to change their behaviour. Behaviour report cards can work if there is a positive reward at the end of it. Don't let a child feel that you don't 'like' them - "I like you, I just don't like your behaviour".
9. **Use your voice.** Your voice is a teacher's main tool so use it properly. Speak to children at a normal, indoors level. If you are constantly too loud, the children will acclimatise to this and you will have nowhere to go when you may need to raise it; it also encourages children to speak loudly back to you. A softer voice encourages and develops listening skills and enables you to stay calm. Also, silence is powerful and quiet is contagious. Avoid sounding overbearing and threatening; good discipline and behaviour does not come from intimidating children.
10. **Be the grown up.** You do not have to have the last word and, sometimes, we get things wrong. There is nothing wrong with apologising to a child whom you may have wrongly accused or overreacted to. If you get angry and raise your voice too much, try and calm down and explain why you are angry, "I'm sorry I raised my voice but I am very frustrated". Return to modelling expected behaviour. Do not try and compete with the child to feel like you have 'won'. If mistakes are made, you must repair the relationship to ensure no further problems in the future. Remember, you are the grown up in the situation.

The Education Support Partnership have a very useful guide to behaviour management on their website www.educationsupportpartnership.org.uk

APPENDIX III

Boarding House Rewards and Sanctions Policy

Pupils in the Boarding House follow the main principles of The OBH Way.

In addition, The Boarding House rules include:

- We respect other people's privacy: their dorms and their possessions.
- We respect each other's need for sleep and DO NOT talk after lights out.
- We keep our bed space neat and tidy.
- During the daytime we only enter the dorms with permission
- We store all sports and games equipment downstairs in the changing room
- We hand in all electronic devices (phones) when we return to the boarding house or before lights out (kindles)
- We do not bring food or "tuck" up to the dorms.



REWARDS

The Boarding House adopts an ethos of rewarding positive behaviour in frequent small amounts. The rewards system runs alongside and compliments the school's rewards and sanctions systems.

Star Boarder

We announce star boarder at the end of each term. Star boarders are those that have consistently gone above and beyond to enhance life in the boarding community. It can be that an individual shows

leadership by setting up new initiatives or leading by example, or perhaps they have overcome adversity through perseverance.

Shield Points

Shield points can be awarded by boarding staff for demonstrating the OBH Way in the boarding community.

Dorm Competition

Each half term a dorm is awarded the dorm prize. It is awarded to the dorm that settles quickly each night, keeps their dorm tidy, shows kindness and support to each other.

Prizes can include pizza night, film and popcorn night, picking magazines/comics for the dorm, ice cream sundaes.

SANCTIONS

The Boarding House follows the same principles and rules as the rest of the school.

Boarding aims to create a 'home from home' environment and therefore as a result sanctions mimic those used at home. Two clear warnings will be given then the following sanctions will apply:

Lights out early	Boarding minus point	3 minus boarding points
Up to bed early	Up to bed early for several nights	Head of Boarding will contact parents
Tidying a specific area in the boarding house	Head of Boarding will contact parents	Pastoral Deputy/Headmaster will be informed
Loss of access to a privilege (eg film night, common room)		Possible withdrawal from boarding

All sanctions will be recorded on CPOMS. Denial of food or contact with home are never used as a sanction. Form teachers will be made aware of any matters that are of a persistent nature or have potential ramifications in the classroom.

If a pupil continues to cause problems in the boarding environment the matter will be discussed with the Headmaster, the pupil's parents will be contacted and in an extreme case the pupil will be withdrawn from boarding on a temporary or permanent basis.

APPENDIX IV

Pre-Prep and EYFS Behaviour Policy

Statement of Intent

Our Pre-Prep and Nursery believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

The Pre-Prep will:

- recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- require all staff and visiting students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- familiarise new staff with the Pre-Prep and Nursery's behaviour policy and its guidelines for behaviour.
- expect all members of the Pre-Prep and Nursery - children, parents, staff and students - to keep to the guidelines, requiring these to be applied consistently.
- work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their teacher. We work with parents to address recurring inconsiderate behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour:

- We require all staff, and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development for example by distraction, discussion or by withdrawing the child from the situation.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.

- We understand that giving children time to themselves can help them re consider their actions, but will not ask a child to stand/sit in a certain area as a punishment, unless previously discussed with parents and/or a behaviour plan is in place.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- In cases where the teacher believes the situation requires further attention, the child in question may be taken to Mrs Ellie Bale (Head of Pre-Prep) or a different class teacher to reinforce the behaviour management strategy.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

1. We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
2. We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
3. We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
4. We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For most children, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- We offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we encourage the child to say sorry, and help them show that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 1. they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 2. their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 3. the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
 4. the child has a developmental condition that affects how they behave

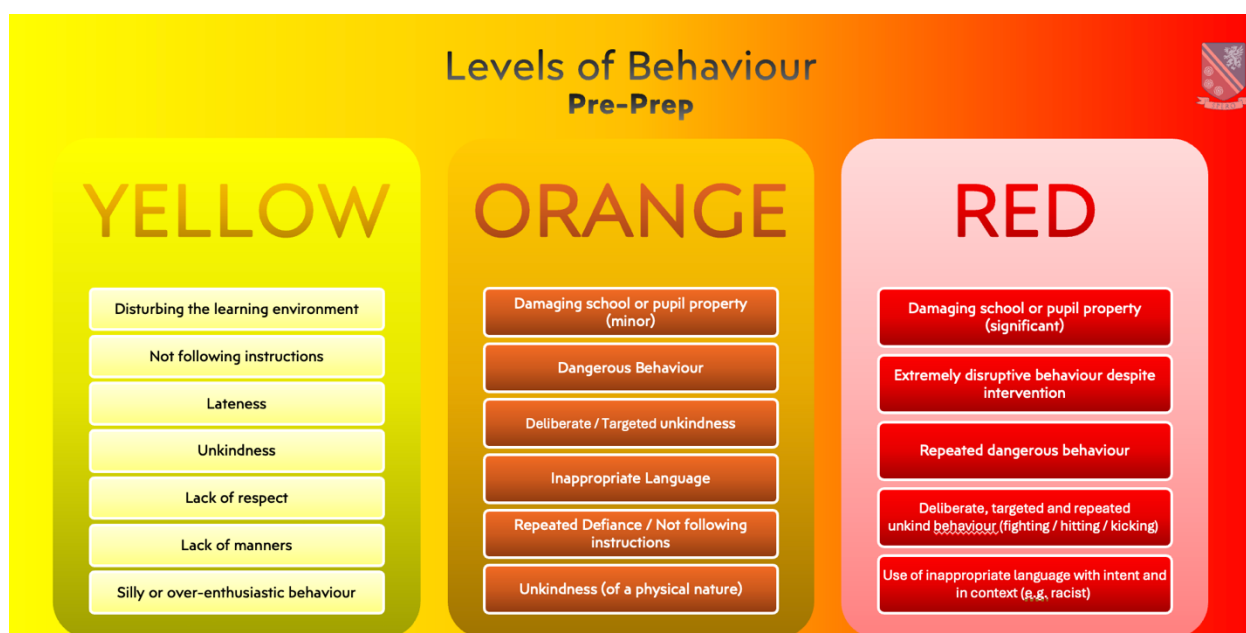
Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;

- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.



Sanctions - Pre-Prep

Levels of behaviour There are three categories for types of behaviour and these apply to the Prep school during normal school hours (8am to 5.40pm). They also apply to all areas of the school, including classrooms, outdoor spaces and in the dining hall. Staff on duty should apply the system in the same way as teachers in the classroom.

Yellow Level Behaviour – 5 minute reflection time (at the teacher's discretion as to where and when this happens) and reflective conversation with the teacher. should be met with two warnings and an explanation for the pupil. The purpose of this is to help the pupil learn and correct the behaviour. If after two warnings the behaviour continues, then a single minus shield point is recorded. This should be clearly articulated to the pupil. If the behaviour continues or escalates then this may become orange level behaviour.

Orange Level Behaviour – 5 minute reflection time (at the teacher's discretion as to where and when this happens) and a reflective conversation with a senior staff member. The pupils will be aware that behaviour reaching this level will lead to communication with parents from their teacher. If orange level behaviour continues or escalates following this, a Behaviour Support Plan could be implemented. Continuation of the behaviour may escalate to become red level behaviour.

Red level Behaviour – should result in an immediate referral to Head of Pre-Prep. All details of the behaviour must be recorded ASAP on CPOMS under the Red Level Behaviour section. The Pastoral Deputy Head will carry out the necessary investigation which may lead to one of the following:

1. A reflection time with the Pastoral Deputy
2. A phone call home
3. A meeting with the Headmaster
4. Parents called in
5. Report Card
6. Behaviour Support Plan implemented
7. In the most serious of incidents, suspension or expulsion.

APPENDIX V – Exclusion, Removal and Review policy

1 Introduction

1.1 Scope: This policy contains guidelines, which will be adapted as necessary, explaining the circumstances under which a pupil may be excluded from OBH School ('the school'), or required to leave permanently for misconduct or other reasons. The policy applies to all pupils at the school but does not cover cases when a pupil has to leave because of ill-health, non-payment of fees, or withdrawal by his/her parents.

1.2 Interpretation: The definitions in this clause apply in this policy.

Headmaster: references to the Headmaster may include the Pastoral Lead.

Parent: includes one or both of the parents, a legal guardian or education guardian.

Exclusion: means a temporary or permanent transference from the School following serious misconduct formally recorded.

Removal: means that a pupil has been required to leave, but without the stigma of exclusion.

2 Policy statement

2.1 Aims: The aims of this policy are:

- to support the School's behaviour and discipline code
- to ensure procedural fairness and natural justice
- to promote co-operation between the School and parents when it is necessary for the School that a pupil should leave earlier than expected.

2.2 Misconduct: The main categories of misconduct which may result in exclusion or removal include but are not limited to:

- Physical assault against pupils or adults;
- Verbal abuse/threatening behaviour against pupils or adults;
- Bullying;
- Abuse on grounds of race, religion/ belief, disability, Special Education Needs (etc.);
- Sexual misconduct;
- Drug and alcohol misuse;
- Damage to property;
- Theft;
- Persistent disruptive behaviour; and
- Unreasonable or otherwise inappropriate parental behaviour.

Please note that exclusion may also be imposed by the school as a sanction for a series of minor misdemeanours

2.3 Behaviour related to a disability: the School will make reasonable adjustments for managing behaviour, which is related to a pupil's disability. Where exclusion needs to be considered, the School will ensure that a disabled pupil is able to present their case fully where their disability might hinder this.

2.4 Other circumstances: A pupil may be required to leave if, after all appropriate consultation, the Headmaster is satisfied that it is not in the best interests of the pupil, or of the School, that he/she remains at the School.

The Headmaster may suspend a pupil, for a period of between 48 hours and one week, for very serious indiscipline; or less serious offences, where repeated punishment has proved ineffective. If suspension is ineffective, the school may be forced to exclude the pupil, or to require him/her to leave the school. Removal may only be used by the Headmaster with the Chairman of Governors' agreement.

3 Appeals against exclusion

The school will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with under Stage 3 of the school's Complaints Policy and should be made in writing within one week of the pupil's exclusion.

The OBH Way

At Old Buckenham Hall, our values are:

- **Courage:** perseverance, individuality, commitment
- **Kindness:** compassion, forgiveness, helpfulness
- **Pride:** appearance, honesty, conduct
- **Respect:** courtesy, politeness, awareness
- **Responsibility:** organisation, initiative, leadership
- **Community:** inclusivity, diversity, loyalty

