



OLD BUCKENHAM HALL

Brettenham Park  
Ipswich, Suffolk, IP7 7PH  
Website: [www.obh.co.uk](http://www.obh.co.uk)

# Rewards & Sanctions

(DRAFT)

March 2015  
(Amended 15 May 2015)



## **Rewards & Sanctions Policy**

### **Rationale:**

We foster each child's self-esteem and feeling of worth within the school community and we encourage the development of self-discipline, tolerance and respect for others, helping to prepare children to become responsible members of society. Children are encouraged to extend this responsible attitude to their work and to their behaviour inside and outside the school.

### **Aims:**

- To promote a caring and supportive school ethos that values and fosters the contributions of all.
- To develop self-esteem as a means of fostering self-discipline.
- To promote understanding of and respect for others' viewpoints.
- To have a consistency of approach by all adults working in the school.
- To promote the children's respect for their own, and other people's property and the environment.
- To foster positive values including honesty, trust, fairness, courtesy, tolerance and compassion.
- To promote children's spiritual, moral, social and cultural development throughout their school life.
- To help children develop a clear and acceptable view of what is right and wrong.
- To promote firm action against all forms of bullying.
- To handle misbehavior quickly using a range of strategies, dealing with the children in a consistently fair, firm and caring way.

### **Guidance:**

- In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behavior and values.
- There are different stages of a child's time at OBH which may cause unexpected behavioral issues. Managing pupil transition is important and there may be different expectations in different area of the school at these times.
- Positive values should be reinforced throughout the curriculum and through Collective Worship, Assemblies, PSHE and Citizenship and Circle Time.
- Self-esteem will be fostered through valuing each child, encouraging classroom success and developing relationships based on mutual respect.
- Pupils should be given increasing opportunities for responsibility within class and school.

- Children should be encouraged to feel responsible for their learning, capable of success, and to reflect on their progress.
- Children learn by example. Adults should present a consistent approach to children, one that is firm but calm, making clear expectations and avoiding conflict.
- Good behaviour is to be rewarded positively (and celebrated!)
- Parents should be involved in active partnership as an aid to promoting good behaviour.
- Parents should be informed of good behaviour as well as bad.
- Children should be listened to. They should be encouraged to reflect upon their actions and possible alternatives.
- Bullying and harassment of any kind are totally unacceptable. All adults in school must be alert to signs of bullying and harassment and act promptly and firmly against them. Children should be encouraged to tell staff about cases of bullying and harassment of which they are aware. This will include physical, verbal and social actions. Children must be made aware that any such incident that causes distress will always be followed up by staff.
- Reasonable adjustments must be considered and made for SEND pupils.
- All staff are responsible for the conduct of children anywhere on the school premises (and while supervising them out of school).
- **Matters of discipline should in the first instance be dealt with by the member of staff on the scene. PASS needs to be updated and the Form Teacher/House Parents informed. Middle school issues should be dealt with by the Head of Middle School. If necessary, children should be sent to the Deputy Head.** Action taken must be fair and just and will be appropriate for the misbehaviour.
- **The Deputy Head** should always be consulted before parents become involved.
- **The Headmaster/Deputy Head** will always consider engaging outside agencies for help with behavior and discipline where appropriate

## **PREP SCHOOL**

### **PERSONAL RECORD OF ACHIEVEMENT PLANNERS (PRA's)**

This planner is carried around by all children with their pencil cases so they should have it on them at most times. Merits, pluses and debits are all signed directly into the child's card, along with a basic reason for the reward / sanction. This has many advantages: it allows the child to see how many merits and pluses they have at any given time, why they have received them, and how many they need to reach a reward level. Once a week the Form Teacher records the number of merits, pluses and debits onto a central database. These then appear on the child's end of term report.

### **School Rules**

These are kept to a minimum and are based on safety and common sense. It would not be possible to list all the rules here, but these are some of the important ones.

- Children are expected to respect each other, and every child has the right to expect to have a happy life at the School.
- Children are expected to respect other children's belongings. Please do not borrow other children's property without express permission to do so.
- Children should be polite and courteous at all times. In particular, you are expected to stand up when a visitor enters the room and to open doors for adults. Also, you should remember to greet visitors cheerfully – do not ignore them!
- There are special rules applying to various parts of the school (e.g. Swimming Pool, Science Lab etc). These are posted on the boards and you should read them carefully.
- Kindles (including Kindle Fires) may be brought into school, but the settings must be such that children can only read on these devices.
- Money should not be brought to School. If children receive any money they should hand it in to the Bursary for safe keeping. Pocket money may be needed for special occasions (Leavers' camp, trips out etc) but parents will be advised of this in advance.
- Children should not enter the swimming pool area unless a member of staff is present.
- Children should walk and not run in the School buildings.
- Sweets and 'tuck' **must not** be brought into School. Boarders and some day pupils are given visits to the sweet shop on site at various times during the week and at weekends.
- Children should not visit a child in the sick bay, except with Matron's permission. Likewise, children should not go upstairs during the day except with Matron's permission.
- Children should remain within the School grounds at all times.
- Children should only go to the music practice rooms for an official music lesson or music practice and to the Ark, if they have a pet staying there.

### **Debits**

The debit column would be used to record poor behaviour by the children. It is not expected that this would include behaviour within the classroom (except for non handing in of prep). Debits are designed to be given for thoughtless, inconsiderate behaviour or for the breaching of school rules. Examples could be poor behaviour in the showers, running down corridors, standards of personal dress, lateness as well as more obvious incidents surrounding language, rudeness or bullying.

Any child who receives 3 debits in a week would be expected to see **the Deputy Head** and may receive a detention; this would also apply to any child receiving 5 debits in any 3 week period.

In this way we can monitor children who consistently cause low level disruption. We can also notice any changes in behaviour of individual children and look to discover the underlying

reasons why. It will also give us a consistent approach to behaviour management which will benefit the children and the staff.

Debits would also need to be worked off. Having been inconsiderate towards the school community the child would then be expected to do a small job for any staff member (academic, matron, etc). **Certain serious incidents go beyond the debit system and these should be reported to the head / deputy head immediately.**

Debits are not used in the Boarding House.

### **Pluses**

These are awarded for good work in the classroom. A child who receives 20 pluses (and then 40 or 60) will receive a certificate from the headmaster in assembly. The child's parents will also be informed, by the headmaster, of their child's success.

- The member of staff fills in a Plus in the appropriate column in their PRA.
- It is obviously easier to award plus in subjects that have a considerable number of lessons each week, and where the children produce a high volume of checkable work. However, it is hoped that every child has the chance of at least one plus per subject each term. At the other end of the 'market', more than 5 or 6 in any one subject suggests that perhaps they have become too easy to earn.

### **Merits**

Merits can be awarded by any member of staff, academic or otherwise, for thoughtful or helpful behaviour. They are there to recognise when children act for the benefit of others. Merits should be recorded in the appropriate column of the PRA. A child who receives 10 Merits (and then 20 or 30) will receive a certificate from the headmaster in assembly. The child's parents will also be informed, by the headmaster, of their child's success. At the end of term the highest merit earners in each year, irrespective of house, will receive their house colours in final assembly.

### **Behavioural Detentions**

Detentions should only be given in consultation with **the Deputy Head**, unless they are purely for catching up on missed work.

### **Academic Detentions or Catch Up**

Any member of staff may place a child in an academic detention, supervised centrally during free time, if their work is considerably below the standard expected of that individual child. These sessions can also be used for children who have missed sections of work for any reason.

### **Report Cards**

For children who have repeated problems, either academically or behaviourally, the deputy head may choose to put them on an academic or behaviour report card. This will require the child to carry around a form which needs to be signed by staff at the end of every lesson / break / prep etc. The child and the staff will all know what the specific goals of the report card are and staff will comment, each time they sign, in relation to the child's fulfillment of those goals. The relevant form teacher and the deputy head should then sign the form each day and monitor the comments. The length of time a child is on a report card will depend on how they respond and will be agreed between the deputy head and the form teacher.

### **Exclusion**

The School would only consider excluding a child as a very last resort. Each case would be treated on its own individual circumstances and facts. Exclusion may occur as a result of a child persistently repeating a serious offence, or as a result of one major serious offence. The decision to exclude a child would be taken by the Headmaster in conjunction with other senior members of staff.

### **Restraint of Children**

Physical restraint of children by staff will only be used in exceptional circumstances, which may include the following:

- A child's actions endangering another
- A child's actions endangering themselves

A separate policy governs these actions. (W13 Use of Force to Control or Restrain pupils)

### **Monitoring and Review**

This policy will be monitored on a day to day basis by the Headmaster and Deputy Head. It will be reviewed annually or when there are changes in legislation.

Tom O'Sullivan  
Reviewed: March 2015

### **Attached:**

**Appendix 1:** 'Stop and search' and Banned Items Policy/Inspection of Children's Trunks, Drawers etc

**Appendix 2:** 'Pre-Prep and Nursery Behaviour Management Policy'

## **“STOP AND SEARCH” AND BANNED ITEMS POLICY & INSPECTION OF CHILDREN’S TRUNKS, DRAWERS ETC.**

### **Stop and Search**

In line with Searching, screening and confiscation advice February 2014 staff may search a pupil for any banned item, if the pupil agrees. However, it should be noted that the school has a policy whereby pupils are allowed to keep personal items in desks or locked trunks on the understanding that a senior member of staff may search personal storage areas if s/he suspects that the pupil may be hiding items which are banned. The pupil should, but not necessarily must be present at the time of the search.

The Headmaster, and staff authorised by him, have a statutory power to search pupils or their possessions without their consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. While a search is being conducted, the person carrying out the search may not request the pupil to remove any clothing other than outer clothing.

### **Banned items**

The following items are banned from school property:

Alcohol

Illegal drugs

Offensive weapons

Cigarettes/cigars/e-cigarettes/lighters/matches

It is the policy of the school that if any of these items are found in a child’s possession, they will be seized. Where illegal/controlled drugs are found, these will be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs will be disposed of. Alcohol and cigarettes will be seized and destroyed. Where stolen items are found, if the items have been stolen from within the school, the school will deal appropriately with the matter and parents of the child concerned will be notified. Where the stolen items have come from outside the school, the police will be notified and the matter dealt with appropriately, parents will again be informed.

The school is not required to inform parents before a search takes place or to seek their consent to search a child, nor is there a legal requirement to keep a record of a search. Parents will however be informed where alcohol, illegal drugs or potentially harmful substances are found, although there is no legal requirement to do so. Any complaints about searching will be dealt with through the normal school complaints procedure.

**Inspection of Children’s Trunks, bedside Tables etc.**

Unless for reasons of personal safety to a pupil or to the safety of the community as a whole, the child’s permission must be given for an Inspection, and the child must be present during the Inspection.

Tom O’Sullivan  
March 2015  
(Amended 15 May 2015)

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## **Behaviour Management 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.

### **Methods**

We have a named person Mia Cross, Head of Pre-Prep who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

1. We 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.
2. We 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.
3. We familiarise new staff with the Pre-Prep and Nursery's behaviour policy and its guidelines for behaviour.
4. We 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.
5. We 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**

1. 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.
2. 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.
3. We acknowledge considerate behaviour such as kindness and willingness to share.
4. We support each child in developing self esteem, confidence and feelings of competence.
5. We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

6. We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
7. 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.
8. We never send children out of the room by themselves.
9. We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
10. We do not use techniques intended to single out and humiliate individual children.
11. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
12. Details of such a serious event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of Pre-Prep and are recorded in our Incident Book. The child's parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.
13. 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.
14. 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.

1. 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.
2. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
3. 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.
4. We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
5. We offer them explanation and discuss the incident with them to their level of understanding.
6. 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'.
7. 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'.
8. 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.'
9. 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.
10. 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.
11. 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.
12. 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:
  - 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;

- 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;
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
- 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:

1. we show the children who have been bullied that we are able to listen to their concerns and act upon them;
2. we intervene to stop the child who is bullying from harming the other child or children;
3. we explain to the child doing the bullying why her/his behaviour is not acceptable;
4. we give reassurance to the child or children who have been bullied;
5. we help the child who has done the bullying to recognise the impact of their actions;
6. we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
7. we do not label children who bully as 'bullies';
8. 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;
9. 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;
10. 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
11. 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.