



# OLD BUCKENHAM HALL

## Behaviour & Discipline Policy

OBHPO4

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 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 as a class
- 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, at all times, 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 a pastoral committee made up of representatives forming from across the age ranges and differing areas of the school will meet with the Pastoral Lead (Senior Deputy Head from September 2020) every week 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

**In the Pre-Prep** we follow 10 Golden Rules, which are based on The OBH Way. We discuss our Golden Rules in themed assemblies, PSHE lessons and sing a Golden Rules song.

We are kind to everyone

And always working hard

We try to look our smartest

And we always tell the truth

We don't bring in our toys unless the teacher asks us to

We always use good manners

And we try to stay so safe

We listen to instructions and we follow them carefully

We look after people's things

And we look after the school

Following the Golden Rules helps the children achieve house points.

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!'
- **House Points** are awarded for good work. This should not necessarily be for what the pupil is expected to do but for times when the child – based on their own individual ability – achieves a higher personal standard or makes a greater than normal effort. 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.
- **House points** should be rewarded as soon as possible; ideally by the end of the lesson/activity.
- **Bronze, Silver and Gold Certificates** are awarded to a pupil for the attainment of **50, 75 and 100 house points**. These are awarded at the school's fortnightly Celebration Assembly and are counted towards the House Cup competition.

- **House points** should be recorded in iSAMS. This will then be monitored by the Pastoral Lead on a weekly basis.
- **Headmaster's Certificates** are awarded for a piece of work, form of behaviour or action in any area of school life that is deemed to be by a member of staff outstanding. In addition to receiving a certificate at a celebration assembly the pupil will receive two house points which will count towards the House Cup competition.
- **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.
- **All house points will be carried over and go to the end of year House total.**

### **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 sanctions policy. 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** (please see **APPENDIX I** for diagram of appropriate sanctions)

1. Many incidents are low level by nature and can be managed easily by the member of staff at the point of contact. See **APPENDIX II** on suggested strategies for positive behaviour management.
2. If there are **repeated** offences, a warning should be given, and the child should be asked to amend their behaviour.

3. If the behaviour continues, the child should be given a final warning and told of the consequences, "If you choose to behave in that way, then the consequence will be..... Now you know what will happen."
4. If the behaviour still continues then a **minus House Point** should be given. This should be recorded in the pupil's planner with the reason for its issue and the member of staff's initial. This must also be entered on iSAMS. A collection of three minus House Points automatically results in a supervised break/s with the Pastoral Lead. These are held in English II room on Friday morning break in which the child completes a written document outlining his or her mistakes and how each one contradicted the values in The OBH Way.
5. Supervised breaks may also be required if a child has not completed a piece of work to a satisfactory standard.
6. For any child to be sent to a supervised break, the events must have been recorded in iSAMS.
7. Sometimes an immediate punishment may be necessary e.g. cleaning up in the dining room, tidying a public area. These are allowed but must be recorded on iSAMS. A punishment in this instance should be proportionate and reflective of the misdemeanour. Under no circumstances should these be punitive e.g. the setting of lines or standing a child in a certain area. The punishment could be: supervised break/s, community service, loss of privilege or access to a certain area of the school e.g. common rooms
8. If a child accrues **three minus house points** and hence a supervised break, the child's parent/s must be contacted by the child's form teacher.
9. If a child exceeds six minus house points over half a term, the Headmaster should be informed and he may choose to see the pupil.
10. There are certain misdemeanours where it may be necessary to skip the above steps and refer the matter directly to the Pastoral Lead or the Headmaster. These may include: violence towards another pupil or adult, any form of bullying, theft,

going out of bounds, behaviour which may endanger the pupil or other members of the school community.

11. Community service may include tidying areas of the school or other jobs which are deemed appropriate to be completed in the pupil's own time. These tasks should be proportionate and constructive; children should be supervised where necessary and the task should not place the child in any risk. Tasks should be checked by a member of staff upon completion.

12. **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**
- **Deprive a child access to contact to their parent/s or external help line**

13. Recording pupil events on iSAMS. If a child receives any sanction, then this must be recorded on iSAMS within 24 hours of the event. Information should include: details of the misdemeanour, the punishment given and how the matter was involved. Any meetings with parents must be recorded and details written on iSAMS 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. Code of Conduct Poster**

**Monitoring and Review:** The implication of this policy will be monitored by the SMT and the Pastoral Lead 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 Lead and will next be reviewed in December 2020.

## APPENDIX I – Progression of sanctions

**STAGE 1 – Irregular or minor incidents of unacceptable behaviour – these will constitute nearly all the incidents of poor behaviour in the school. For the majority of the time, these will be**

**STAGE 3 – Extremely serious incidents or continued repetition of Stage 2 behaviour**

**Action:** This stage of behaviour is very serious and will rarely, if ever, happen.

**Examples:** Regular and continued repetition of Stage 2 behaviour, refusal to accept school rules or authority, extremely disruptive behaviour which continually stops themselves and others learning despite adult intervention, continued violent behaviour towards other children, violence towards members of staff, repeated and extreme racism

**Staff involved:** these incidents are reported directly to the Headmaster

**Sanctions:** Internal exclusion from class under the supervision of a designated member of staff, temporary or permanent exclusion of pupil.

**NOTE:** these incidents are dealt with solely by the Headmaster. He may choose to involve other staff and external agencies. Parents are involved at all stages.

**Action:** continued and frequent repetition of Stage 1 behaviour after adult intervention, serious isolated incidents

**Examples:** Racist remarks or behaviour, swearing or bad language, hitting, spitting, fighting, stealing, bullying, deliberately damaging the property of the school or of another pupil, behaviour that endangers the pupil or others (e.g. throwing stones)

**Staff involved:** teacher at point of action, form teachers, Head of Middle School, Pastoral Lead, Headmaster

**Sanctions:** these incidents of behaviour will be reported to the Headmaster and parents will be notified. They may result in: removal from lesson to sit with a senior member of staff, a series of supervised breaks, community service, removal from a school sports fixture, removal from a non-curriculum trip or treat or having to pay for any damage caused.

## APPENDIX II

### Positive Behaviour Management – A Practical Guide

#### Principles

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*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. **Have the highest expectations** and standards regarding pupil behaviour and courtesy at all times. 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 half way 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 House Point”. 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 over bearing 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](http://www.educationsupportpartnership.org.uk)

## **APPENDIX III**

### **Boarding Houses Rewards and Sanctions Policy**

Pupils in all the Boarding Houses follow the main principles of The OBH Way. (page 3)

In addition:

The Senior Boarding House rules include

- We store any games equipment downstairs in the changing room
- We read a book or appropriate magazine before lights out
- We hand in all electronic devices (phones) when we return to the boarding house/after exeat or before lights out (kindles). Laptops and iPads should be handed in to Mrs Gillott at the end of academic lessons.
- We do not bring food or “tuck” up to the dorms.

### **Spero’s 10 Commandments**

- We must remember ONLY Boys on the Boys side, Girls on the Girls side. Everyone is welcome in the common room.
- We are always kind and considerate.

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- We keep our bed space neat and tidy.
- We respect other people's privacy: their dorms and their possessions.
- We come up on time.
- We only enter Spero when we are allowed to do so.
- We respect each other's need for sleep and DO NOT speak after lights out.
- We only eat snacks at the table.
- We tidy away toys after we have played with them.
- We always look after Spero!

## **REWARDS**

The Boarding Houses adopt an ethos of rewarding positive behaviour in frequent small amounts. The Boarding Houses rewards system runs alongside, and compliments the School's rewards and sanctions systems.

The boarding staff reward a "star dormitory" from each House at the end of each two-week period. Tidiness of dorms, being ready on time, kindness to one another, settling quickly after lights out and helping staff are all considered when making the choice of dorm. Examples of the dorm treats include hot chocolate and marshmallows, Ben and Jerry's supper, pizza night, picnic, movie night, selecting magazines or comics for the dorm, etc. (See posters in Houses)

We reward and acknowledge individual boarders. Boarders who have maintained the highest level of behaviour and have contributed most to the boarding community in a proactive and positive way will be rewarded termly as "star boarder". This will take the form of a public acknowledgement in the OBH Mail, a treat that may include going out for a meal, visiting the cinema, an "adventure night" with Mr Drake, etc.

Boarding staff may award housepoints on iSams

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## **SANCTIONS**

The Boarding Houses follow the same principles and rules as the rest of the school.

However, the Boarding Houses are very much a 'home from home' and, therefore, sanctions should be like those used at home. These may include: Letter of apology, coming up to bed early, early lights out, helping the matrons with chores – e.g. clearing breakfast tables, carrying down dirty washing baskets, tidying a specific area within the boarding house/community, loss of privilege or access to certain events or areas of the school.

Orange tags will be given for low level misdemeanours in relation to The OBH Way and Boarding House rules and will serve as a warning. Examples include having sporting equipment in the dormitories, being late upstairs, late into bed late, not following matronal requests e.g. in regard of putting dirty washing out, cleaning shoes, missing showers.

Red Tags will be given for persistent low-level misdemeanours (see orange tags) or for more serious misdemeanours. For example: -

- Talking after lights and not respecting others' need to sleep
- Concealing sweets/tuck upstairs in the dormitories
- Taking someone else's possessions without asking permission
- Using electronic devices without permission or that should have been handed in to the boarding staff when returning to school
- Use of inappropriate language

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- Being out of your dormitories after lights out and before wake-up.
- Being rude to members of staff

Sanctions will be proportionate to the misdemeanour and take the form of those listed above. Orange and red tags will be taken into consideration in the dorm competition. 3 red tags will result in a boarding detention. A boarding detention will result in a loss of free time and will be supervised by the Houseparent. Minus House Points are not used by boarding staff in the boarding environment.

All discipline procedures must be recorded in the boarding diaries, with more serious incidents and sanctions recorded on iSAMS by the Houseparent. 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 asked to come into school to discuss the pupil's options and in an extreme case the pupil will be withdrawn from boarding on a temporary or permanent basis.

## **APPENDIX IV**

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## **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 Camilla Webster (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.

## **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

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- 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.

#### **APPENDIX VI – The OBH Way display**

## **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

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