



ORWELL PARK SCHOOL
Nacton, Ipswich IP10 0ER

SCHOOL BEHAVIOUR POLICY

(including pupil discipline and exclusion)

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ORWELL PARK SCHOOL SCHOOL BEHAVIOUR POLICY

I. INTRODUCTION

Orwell Park School ('the School') is a leading UK Prep and Pre-Prep school catering for full and flexible boarding and day children. The School's aims are underpinned by core values and a firm commitment to provide a caring and trusting environment. We aim to be a school where a positive atmosphere prevails and where positive behaviour is acknowledged and rewarded. We aim to adopt the mindset 'catch them being good' and together we strive to ensure that we are all 'becoming the best that we can be'. Staff are clear that they are expected to model good and respectful behaviour and that shouting at children is unacceptable. If a pupil's behaviour is considered to be a danger to themselves or to others or if we feel that it presents a safeguarding concern for any other reason then the incident will be recorded on our safeguarding information management system MyConcern.

The School's objective is to create an academically challenging, happy and fulfilling educational experience for each child who attends the School. The Governors and staff expect the School to be a place where:

- All individuals are respected and their individuality is valued.
- Pupils learn to develop their own talents and to take pride in achieving high standards.
- Pupils learn to develop self-confidence and to explore and experiment within a safe environment.
- Self-discipline is promoted and good behaviour is the norm.
- Rewards and sanctions are applied fairly and consistently.

The Governors and staff at the School believe that these aims can be achieved by

- ❖ Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- ❖ Ensuring fairness of treatment for all by consistency of response to both positive and negative behaviour. The School strives to create a positive atmosphere through an emphasis on acknowledging and rewarding positive behaviour.
- ❖ Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- ❖ Encouraging a positive relationship with parents and guardians, which will develop a shared approach and involve them in the implementation of the School's policy and associated procedures.
- ❖ The School has identified a set of core values, which it aims to incorporate into all aspects of school life. The adults within our community strive to model these values and children who uphold them are recognised, praised and rewarded.

This policy takes into account the non-statutory advice in *Behaviour and Discipline in Schools (2016)* and duties under the Equality Act 2010, including issues relating to pupils with SEND, and how reasonable adjustments are made for these pupils. This policy and procedures should be read and acted upon in conjunction with the School's Anti-Bullying policy and procedures and the School's Safeguarding and Child Protection Policy. The policy applies to the whole School, including Pre-Prep.

The staff at the School educate, support and encourage pupils in these matters through their Personal, Social and Health Education (Life Skills) classes; through the School's Tutor system and through regular school assemblies and visiting speakers. All members of staff should strive to lead by example at all times through their interactions with and behaviour towards pupils, parents and each other. The School has developed a set of common values, which we have adopted as a community comprising pupils, staff and parents and to which we all aim to adhere. As a school we seek to explore these values, deepen our understanding and improve our application of them and to weave them through the fabric of the School.

Our Values

"Becoming the best that we can be" is a phrase that spearheads our drive to establish our values within the school community. In keeping with our focus on the principles of 'Growth Mindset', this phrase reminds us that we are on a journey to grow and develop in all areas of our lives, in the classroom, on the sports field and in our interactions with one another and with the world beyond our School. It also suggests that this is a journey we are on together, as a community.

Our overarching value is *'Integrity'*, which we define as strength of character and strong moral principles, and we strive to ensure that this underpins everything we do. We have five core values, each with supplementary values. These provide a common moral framework within which we all seek to conduct ourselves. We aim to embed these values in various ways including displays around the School, assemblies, through our rewards and sanctions and, perhaps most importantly of all, through staff and parents modelling our chosen values. These are our values:

Kindness

Forgiveness

Gentleness

Empathy

Collaboration

Inclusion

Patience

Community

Courage

Perseverance

Resilience

Honesty

Loyalty

Spirit

Enthusiasm

Joy

Curiosity

Gratitude

Hope

Reflection

Respect

Courtesy

Fairness

Trust

2. ROLES AND RESPONSIBILITIES

The Headmaster and Senior Management Team will establish a policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, that it is non-discriminatory and that the expectations are clear. The Governing Body will support the School in maintaining high standards of behaviour.

The Headmaster's role is to oversee the standard of behaviour within the School and he has responsibility for maintaining discipline in the School, which includes making rules and provision for enforcing them. The Headmaster will oversee support for staff faced with challenging behaviour. The Headmaster will achieve these aims by:

- Taking a leading role in upholding our school values.
- Promoting self-discipline and proper regard for authority among pupils.
- Encouraging good behaviour and respect for others and preventing all forms of bullying among pupils.
- Consulting with staff and pupils to ensure that standards of behaviour are acceptable.
- Taking other steps as necessary to regulate the conduct of pupils.

The Head of Pre-Prep's role is to oversee the standard of behaviour in the Pre-Prep, as detailed above in conjunction with the Deputy Head, Pastoral.

The Head of Middle School's role is to oversee the standard of behaviour in the Middle School, as detailed above in conjunction with the Deputy Head, Pastoral.

Class Teachers (Pre-Prep and Middle School) and Tutors (Senior School) play a key role in promoting the School's Behaviour Policy and in guiding pupils in ways to take responsibility for their own behaviour. Class Teachers and/or Tutors will work with other members of staff to ensure a co-ordinated approach to tackling behavioural problems. Any member of staff who witnesses or encounters consistent or extremely bad behaviour must, therefore, refer their concerns as quickly as possible to the Head of Middle School or Deputy Head, Pastoral.

All members of Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Staff have a responsibility, with the support of the Headmaster (or Head of Pre-Prep and Middle School), for creating a high-quality learning environment, teaching good behaviour, modeling our chosen values and implementing the agreed policy and procedures consistently. The Headmaster will treat failure by staff to apply the policy as a serious dereliction of duty.

The Headmaster, Head of Pre-Prep, Middle School and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly those of ethnicity, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and guardians are expected to take a share in responsibility for behaviour of their children. They will be encouraged to work in partnership with the School to assist the School in maintaining high standards of behaviour and will have the opportunity to raise with the School any issues arising from the operation of the policy. The parent body were involved in deciding upon our chosen values and we encourage parents to uphold and

reinforce these values at home as well as supporting the School's efforts to instill these values. The School will liaise with parents and, when necessary, with other agencies (such as police, counsellors and the Suffolk Safeguarding Partnership) in dealing with behavioural and disciplinary issues.

Pupils are expected to take responsibility for their own behaviour and to uphold our values and will be made fully aware of the School policy, procedure and expectations. Pupils will be educated in these matters through the School's Tutor system, their PSHE (known as Life Skills) lessons, assemblies and through the example set by older pupils and members of staff. Pupils have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. Our values and specific rules are made known to the pupils. Children in our Pre-Prep realise that they are part of a whole school ethos and they too are guided by our central values but, in addition, they follow the 'Golden Rules' and know they have to make the 'right choice'. If a child persistently misbehaves, they sit quietly with the Head of Pre-Prep and have some 'thinking time'. The Head of Pre-Prep then talks calmly to the child and monitors future behaviour. In line with Dr Cathy Cresswell's recommendations, some children are helped to write a 'plan', to help them focus on their goals. This works well and focuses their behaviour.

Staff in the Pre-Prep all use the same language when disciplining a child. In exceptional circumstances, such as serious physical behaviour, a child may be sent home. The Headmaster will see the child and sanctions will be put in place.

Malicious accusations made by pupils against staff - In response to an allegation, staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the School and the individual notified of the reasons.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached the Behaviour Policy. This could therefore lead to an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

3. STANDARDS OF BEHAVIOUR

The School has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a pupil enters the School.

All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

Punctual attendance at School, lessons and other activities is required. All absence from lessons must be explained and unexplained absence will be followed up by the relevant staff.

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

4. REWARDS AND SANCTIONS

Rewards

A school ethos of encouragement is central to the promotion of good behaviour and as a school we strive to adopt the mindset 'catch them being good'. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system is an emphasis on praise, both informal and formal, to individuals and groups (See Appendix 2 and Appendix 3 for further details)

Sanctions

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures and staff will ensure that pupils and, where appropriate, parents are clear as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and for major offences (see Appendix 2 and Appendix 3 for further details).

Rewards and Sanctions (Pre-Prep)

Rewards and sanctions for children in the Pre-Prep are designed with the age of the children in mind. See Appendix 4

5. TRAINING

The Headmaster and Senior Management Team will ensure that appropriate information, training and guidance is provided to support the implementation of the policy and procedures. This will take the form of School In-Service Training (Inset) and, where appropriate, attendance at external courses, individual mentoring and action through the School's Appraisal / Staff Discipline policies and procedures.

6. INTER-RELATIONSHIP WITH OTHER SCHOOL POLICIES

In order for the Behaviour Policy to be effective, a clear relationship with other school policies and procedures, particularly with Safeguarding and Child Protection, Learning Support, Anti-Bullying, Physical Restraint, Appraisal and Staff Discipline has been established. We ensure that our Behaviour Policy is given to every member of staff at the beginning of their employment as part of their Safeguarding Induction with the Designated Safeguarding Lead (DSL) or with a Deputy DSL.

7. CHILD ON CHILD ABUSE

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying), and including prejudice-based and discriminatory bullying;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;

- upskirting, which typically involves taking a picture under a person's clothes without them knowing;
- consensual and non-consensual sharing of nudes and semi-nudes (formerly known as sexting); and
- initiation/hazing type violence and rituals.
- bullying outside School, which may include online or mobile phone bullying; the Headmaster has a duty to investigate incidents; the School anticipates and expects support and cooperation from parents in this respect.
- abuse in intimate personal relationships between children;
- causing someone to engage in sexual activity without consent;

It is important to recognise that it is not only adults who can abuse children; if it is suspected that a child is suffering, or likely to suffer significant harm as a result of the actions of other children, then this must be reported immediately to the DSL (where possible, MyConcern). The School will not tolerate bullying amongst its pupils and is committed to dealing with all complaints of such a nature. It is important for staff to understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Staff must understand that different gender issues can be prevalent when dealing with child on child abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation type violence or hazing. It is more likely that girls will be victims and boys perpetrators but all child on child abuse is unacceptable and will be taken seriously. Our strategies for dealing with bullying are outlined in our Anti-Bullying Policy.

Pupil on pupil relationships are an area tackled through Life-Skills and regular assemblies / meetings of boarders. Pupils are not allowed to have any form of intimate physical contact. It is made clear to the older pupils that any form of sexual relationship is illegal and would be reported immediately to the Police and Social Services as a Child Protection incident. Boarders are separated by gender and the School has appropriate supervision and segregation within the boarding accommodation.

Further information is located on the staff portal, at the following link: <https://bit.ly/3iY86ff>

• **TRANSITION OF PUPILS**

The School ensures close communication between staff at all points of transition, particularly for pupils with SEND. The School will also seek information from other schools as necessary when managing pupils' transition to the School and we will pass on any safeguarding, child protection, welfare or significant behavioural information to a new school when a pupil leaves us.

REVIEW

The Headmaster and Deputy Head, Pastoral, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Policy and procedures in order to evaluate them and to ensure that their operation is effective, fair and consistent.

Appendix I – Standards of Behaviour at Orwell Park

I. Rights, responsibilities and rules

The School is a community and we must accept that pupils and staff have fundamental rights:

- ❖ The right to teach, support and learn
- ❖ The right to be heard and to express oneself
- ❖ The right to feel safe
- ❖ The right to be treated fairly
- ❖ The right to expect a rational and fair settlement of any problem
- ❖ The right to tell one's own side of any incident or dispute

Pupils' responsibilities are:

- ❖ To uphold the School's values
- ❖ To work to the best of their abilities and to allow others to do the same
- ❖ To treat others with respect
- ❖ To follow the instructions of School staff
- ❖ To take care of property and the School environment
- ❖ To co-operate with other pupils, staff and visitors
- ❖ To follow the 'Golden Rules' (Pre-Prep only)

Staff responsibilities are:

- ❖ To uphold the School's values
- ❖ To treat all pupils fairly and with respect
- ❖ To raise pupils' self-esteem and to develop potential to the full
- ❖ To provide imaginative, challenging and relevant learning activities
- ❖ To create a learning environment which is both safe and stimulating
- ❖ To use rules and sanctions clearly and consistently
- ❖ To be a good role model
- ❖ To build positive relationships with parents
- ❖ To recognise the value of each individual
- ❖ To offer a framework for social education
- ❖ To be aware of special needs

Parents' responsibilities are:

- ❖ To uphold the School's values
- ❖ To make their children aware of appropriate behaviour in all situations
- ❖ To encourage independence and self-discipline
- ❖ To show a positive interest in their child's activities at School
- ❖ To support the School in the implementation of the Behaviour policy
- ❖ To be aware of the School rules and expectations
- ❖ To offer a framework for social development

2. Codes of Conduct - Pupils

Boy / Girl Relationships – code of conduct

Trust is an important aspect of the relationship between pupils, staff and parents. Those at the senior end of the School are expected to set a positive example of good behaviour to younger pupils. Setting out a code of conduct for boy / girl relationships at Orwell Park enables everybody, whether pupil, staff or parent, to be absolutely clear about the standards of behaviour expected. The basic guidelines are as follows:

To safeguard individual privacy and dignity, no boy should ever go into the dormitory / washroom / changing room areas of the girls and vice versa. Parents are not permitted to enter dormitories (without permission), washrooms or changing room areas. This is for the protection of all individuals within the School community.

Individuals should always ensure that their behaviour, including written communications, does not cause embarrassment to others. There should be no intimate physical contact or public displays of affection at all between pupils, either in School or when out of School on visits or trips.

Those pupils who do not observe these guidelines concerning their conduct must accept that sanctions will be applied which will include loss of privileges and responsibility status and more serious sanctions if appropriate.

Classrooms – code of conduct:

It is good manners:

- ❖ To apologise for arriving late
- ❖ To request, politely, to be excused
- ❖ To respond to the needs of any visitor during lessons
- ❖ To rise and stop any activity when a visitor enters during lessons. Pre-Prep pupils greet visitors politely, but do not rise.
- ❖ To stop talking when a lesson is about to start

It is bad manners:

- ❖ To fail to listen attentively to instructions
- ❖ To answer when not asked
- ❖ To talk when not required to do so
- ❖ To interrupt another person who is talking
- ❖ To be offensive to other pupils or staff

It is good discipline:

- ❖ To be prepared for the start of a lesson
- ❖ To clear the working surfaces of any unnecessary clutter
- ❖ To bring the correct books and materials to every lesson

It is bad discipline:

- ❖ To cause needless distraction
- ❖ To be rude, antisocial or to answer back
- ❖ To sit on desks or tip chairs back
- ❖ To leave the classroom in a mess, especially when a guest in another Form room

It is expected:

- ❖ That pupils will do what they can to go to the loo during the break between lessons and not in the middle of a lesson. It is recognised that children in the Pre-Prep may not be able to achieve this and so staff manage this in an age appropriate manner.
- ❖ That pupils needing to collect items from their own classroom cause the minimum of disruption to a class using it
- ❖ That pupils do everything they can to arrive to lessons on time.

It is unacceptable:

- ❖ To cause deliberate damage to any property, private or School, including books and stationery
- ❖ To indulge in disruptive behaviour before the start, during or at the end of a lesson
- ❖ To provoke or deliberately hurt other pupils, either physically or verbally
- ❖ To display aggressive behaviour towards staff, either verbally or physically
- ❖ To disregard this code of behaviour.

Appendix 2 – Rewards and Sanctions (Years 3 - 8)

We recognise that sanctions are needed at times and we ensure that these are appropriate and effective but we aim to create a positive atmosphere by rewarding good behaviour where possible. As a school we strive to adopt the mindset ‘catch them being good’.

I. Promotions

The School endeavours to give opportunity to all senior pupils, especially those in Year 8, to have some responsibility. The academic staff regularly consider which Year 8 pupils should assist in the routine of the School in the role of Sub Prefect or Prefect. We also appoint a Head Girl and Head Boy, two Senior Prefects, two Head Boarders, four House Captains for the year and four Assistant House Captains each term.

Some pupils are made a Sub-Prefect and later are raised to being a full Prefect if this is deemed to be appropriate. Older pupils are expected to lead by example and to help and support younger pupils. This means that Prefects must take an active role in upholding the School’s behavioural standards and enforcing rules and codes of conduct. The recognition of being made a Prefect is reward in itself, but Prefects also enjoy a few minor privileges. There is a Prefects’ meeting every Friday morning with the Deputy Head (Pastoral) and, when available, the Headmaster. This is used to raise issues and to ensure that the Prefects are maintaining the correct standards.

Pupils are given the opportunity to impress and gain promotion by carrying out other minor but important roles within the school. This often involves looking after the younger pupils during free time or helping to supervise the Library or Art room. A group of Year 8 pupils are made ‘Peer Listeners’ each year, with specific responsibility for supporting younger children if and when needed and bringing any problems to the attention of a suitable member of staff. In addition, individuals are chosen to represent the pupil body on various committees, such as The School Council, The Catering Committee, The Academic Focus Group and the Eco-Committee.

2. Rewards

House Points

Good or helpful behaviour and good work are rewarded with House Points. These are recorded on the School Management Information System, Engage, by members of staff. House Points are particularly recognised and encouraged by the Housemaster/Mistress as they count towards The Hornor Cup, for which there is a prize at the end of each term.

House Points may be awarded to pupils for:

- ❖ Upholding and modelling our School values.
- ❖ Working hard on academic tasks and / or producing work of a high standard.

Every week Tutors / Form Teachers will review House Points and discuss with their tutees.

The House Point system works on both an individual and a group level. At the end of the year the scores for all House competitions contribute to the highly-prized Hornor Cup but points for winners of the House Point competition carry more weight than other

competitions such as sport or music. Competitiveness and house pride is also generated through the weekly House Assemblies.

House Points also operate on an individual level. Certificates are given to individuals in recognition of House Points they have received. Certificates will be given out during House Assemblies each week and the higher denomination certificates will be awarded in School Assemblies a few times each term.

- 50 points – Certificate awarded in Houses Assembly.
- 100 points – Certificate awarded in House Assembly.
- 150 points – Certificate awarded in School Assembly.
- 200 points – Certificate awarded in School Assembly .

Send-Ups

Exceptional work for that pupil is recognised by the pupil being awarded a Send-Up. The Send-Up may be taken to the Headmaster (or Head of Pre-Prep) to show and discuss the piece of work. A Send-Up will also gain 5 House Points, which must be entered onto the School Management system by the teacher who issued the award. Academic departments should raise the profile of these rewards and may inform parents with a postcard sent home when they are given. In order to maintain the status and profile of Send-Ups, teachers must limit the number of these awards given and reserve them for work that is exceptional for the pupil in question.

Prizes / Awards

The School operates a system of prizes and awards to recognise academic effort and achievement. Prize Giving takes place at the end of each term, though certificates are also awarded at half-term. During Prize Giving at the end of each term, the prizes for good citizenship and for upholding our School values are regarded as having a high status.

Publications

Achievements including academic, musical, sporting and charitable work are publicised in the School's assemblies, newsletters, website, in displays around the School, on the widescreen television in the North Hall and also in the local press and TV.

Recognition

As a school, we strive to adopt the mindset 'catch them being good'.

Hard work, progress, good behaviour and the modelling of our school values are recognised by all staff on a day-to-day basis through the continuous encouragement of pupils and praise for specific instances.

In the Staff Room there is a board where staff are encouraged to record the names of children who they have 'caught' displaying good behaviour and modelling our school values along with a brief description of the behaviour for which they have been recognised. Staff are encouraged to praise these children when the opportunity arises and feedback positive reports to parents where possible.

Four pupils will be chosen to receive a 'Pupil of the Fortnight' cup in School Assembly each fortnight. Children receive these awards for standing out as being positive members of our community and for upholding our values. Following these awards, the pupils having received

a cup will be photographed with it and the picture will be sent by email, along with a message from the Deputy Head, Pastoral, to the pupils' parents.

3. Sanctions

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All staff must seek to ensure that punishments are proportional to the offence and should enable pupils to make reparation where possible. As far as possible the sanction applied should be as constructive as possible. Sanctions should not involve any physical punishment of any kind. Staff should consult with members of SMT if they wish to give a punishment which is out of the norm before any action is taken. Tutors monitor sanctions, as do the Headmaster and Deputy Head, Pastoral.

3.1 Debits

A Debit is given for unacceptable behaviour. Debits are recorded by the member of staff on Engage. The Deputy Head, Pastoral has an overview of this and reviews all Debits with the Headmaster. Examples of unacceptable behaviour, which may attract a Debit are:

- ❖ Generally disruptive behaviour
- ❖ Disorganisation e.g. no books or equipment
- ❖ Lateness for class or registration
- ❖ Missing activities or duties such as lunch, music practice/lessons/showers
- ❖ Misuse of iPads or other devices.
- ❖ Disobedience
- ❖ Using bad language
- ❖ Abusing school property
- ❖ Inappropriate behaviour in the Library, Sports Hall, Squash Courts etc
- ❖ Wearing the wrong clothes
- ❖ Using another person's equipment or clothes
- ❖ Being rude to a member of staff

A Debit is used as a warning to the pupil that their behaviour has been unacceptable and that it has been observed and recorded formally. It may be that a further sanction is then applied in relation to the Debit. Debits do not deduct from House Points.

3.2 Report Card

A pupil may be issued a Report Card for behaviour during lessons, standards of work, punctuality or a combination of these. Only the Deputy Heads (Pastoral and Academic) may issue these in conjunction with subject teachers / Tutors / Form Teacher. The Report Card is a way of monitoring work and/or behaviour on a lesson-by-lesson basis. Staff should be informed of this at the weekly briefing and record their comments on the card when presented with it by the pupil at the beginning of each lesson. The Tutor/ Form Teacher should refer to the card in the pupil's end of term report.

3.3 Detentions

Detentions are given for more serious cases of bad behaviour, for repeated patterns of bad behaviour or for numerous Debits having been given within a short space of time. They may also be given for academic work that is inadequate or late. There is a 30 minute Detention held on a Friday lunchtime for pupils in Years 6 – 8; otherwise, Detentions are usually (though not always) held on Monday afternoon at 3.45pm (Years 3-5) and Friday evening at 7.00pm (for Years 6-8). Detentions take priority over all other events and last for 30 or 60 minutes. Only the Deputy Heads (Pastoral and Academic), The Head of Middle School or Headmaster may put a pupil in Detention. Parents are informed of the situation 48 hours in advance, and are offered the opportunity to come in and discuss the matter. All detentions are recorded on Engage and the relevant Tutor/Form Teacher will be informed. Detentions, as with all sanctions, are monitored and reviewed regularly by the Deputy Head, Pastoral and the Headmaster.

3.4 Demotion

Pupils who are given positions of responsibility, such as Prefects, are trusted to uphold our School values and operate within a framework of trust, respect and cooperation. If a pupil in a position of responsibility fails to meet these expectations then the School may decide to remove their position of responsibility, either temporarily or permanently. This is made clear to pupils when they receive positions of responsibility and their parents are also made aware.

3.5 Other Sanctions

Other sanctions may be used in appropriate cases, including:

- Carrying out useful tasks to help the School.
- Removal from the group/class or particular lesson.
- Withdrawal of break, lunchtime or other privileges.
- Loss of free time during breaks on 'Time Out Bench'.
- Withholding participation in educational visits, sports or other events, which are not essential to the curriculum.

This list is not exhaustive and other sanctions may be applied where these are deemed by the Headmaster to be fair and appropriate.

4.1 Internal Suspension

For serious breaches of the School's Behaviour/Anti-Bullying Policies, pupils can be removed from school routine for a set period of time. This should be either a whole day or part of a day. The pupils should complete work on how to behave, which will be given by the Deputy Head (Pastoral). They will work in isolation. Parents will be informed by the Headmaster, Deputy Head, Pastoral or Head of Middle School.

4.2 Suspension

For serious breaches of the School's Behaviour/Anti-Bullying Policies, pupils can be excluded for one or more fixed term periods. A pupil who has already been internally suspended and who again commits a serious breach of the School's behaviour/Anti Bullying policies should be suspended.

4.3 Permanent Exclusion

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an exceptional 'one-off' offence has been committed, e.g.

- Serious violence, actual or threatened, against a pupil or member of staff.
- Sexual harassment, abuse or assault.
- Carrying or supplying an illegal drug.
- Carrying an offensive weapon.
- Willful and/or malicious damage to School buildings, property or equipment, or the property of others.

This list is not exhaustive and pupils may be permanently excluded for other exceptional 'one-off' offences at the discretion of the Headmaster, following consultation with the Senior Management team and with the support of the School Governors.

4.4 Parental co-operation

Parental co-operation forms part of the contract between the School and all parents / guardians of pupils at the School. A refusal to abide by the terms of exclusion may be considered a breach of contract.

4.5 Appeals

Parents / guardians are entitled to appeal to the Governing Body against any exclusion. A letter stating the intention to appeal should be sent to the Headmaster at the School. A hearing will be set up as quickly as possible, normally within 10 working days. The Governors' decision is final.

4.6 Continuing education

The School will continue to provide education for a pupil who remains on roll and in the case of a fixed term suspension of more than 6 days will consider:

- How the pupil's education will continue.
- How his/her problems might be addressed in the interim.
- Re-integration following a suspension.

5. Corporal punishment and restraint

In accordance with the law there is no corporal punishment allowed by the School. However, a member of staff may use 'reasonable force' to prevent a pupil from:

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

The School's full policy and procedures in this regard are set out in the Physical Restraint Policy.

6. Searching Pupils' Possessions

Orwell Park School is committed to safeguarding the welfare of all children in its care and we seek to cultivate an environment of mutual respect and to treat pupils and staff fairly and sensitively. In the unusual event of a pupil, or a pupil's room, locker, bag or other repository for possessions, being searched, the School takes all reasonable steps to maintain the usual high standard of safeguarding. Professional judgement is to be used in all cases: advice should be sought from a senior member of staff, unless the urgency or another overriding aspect of a situation makes such referral impractical.

The fundamental principles are:

1. Act with due care, consideration and sensitivity and remain mindful of the need to respect privacy; particular thought should be given to boarders for whom, during term time, the School is their 'home'.
2. Remember that the need to protect persons/property from injury/damage and from loss is paramount and that this duty of care can in certain circumstances override all other protocols.

At all times a balance should be maintained between common-sense actions rightly taken in respect of an assessed risk in a real-world case and the desirability of following step-by-step written guidelines which, however helpful, cannot anticipate every eventuality.

Orwell Park School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all pupils including those in the EYFS setting and boarding.

Appendix 3 – iPad Code of Conduct and consequences for misuse of iPads.

Every pupil from Years 3 to 8 has their own iPad and it is recognised that the use of iPads requires careful monitoring. The School follows guidance issued in Annex C of Keeping Children Safe in Education 2018 and ensures that appropriate filters and monitoring systems are in place. Our approach is to teach children to make sensible choices online and to ‘self regulate’ their online behaviour. Every child is required to sign a contract agreeing to rules for using iPads. Pupils must only use iPads when supervised by a member of staff and must recognise that iPads are intended as an educational tool and not for recreational use. If individuals misuse their iPads then the device may be placed on ‘Restricted Mode’ where the Internet cannot be accessed for a set period of time and the School reserves the right to disable the email capability of a device if it is deemed necessary to protect the interests of the child or children concerned. A record is kept of all pupils who have misused their iPad so that patterns of repeated misuse can be tracked and managed. If a pattern of iPad misuse emerges then the parents of the pupil or pupils in question will be asked to come to school in order to discuss our concern and more serious sanctions will be given in line with the rewards and sanctions outlined earlier in this policy.

iPad Code of Conduct (discussed with and signed by pupils)

Name..... Tutor.....

Rules on how to use your iPad

- Remember to bring your iPad to every lesson.
- Do not use your iPad without a teacher present, when you are in class. The same rule applies to tutorials.
- Do not use your iPad, unless your teacher asks you to. Keep the cover shut when you are not required to use your iPad. Do not fidget with it.
- Never take pictures of anyone in the class, unless your teacher requests you to do so.
- Never take a picture of anyone in class, without asking for their permission FIRST.
- If you need to use your iPad in prep, you will need permission from your subject teacher. You should never take pictures during prep.
- Do not send personal mails or messages of any kind during lessons or preps.
- When you don't need your iPad, it needs to be kept in your academic locker (not on top of it, not on the floor, not anywhere else in the school).

- Ensure you charge it overnight, either by taking it home, or by having it charged in the boarding charging area.
- If you are a boarder, ensure you hand your iPad in to the duty member of staff as you enter the boarding house.
- iPads must not be used in public areas, such as corridors and halls.
- iPads are not allowed in changing rooms, dormitories or toilets.

I understand that if I break these rules, I will receive a sanction.

Signature.....

Date.....

Appendix 4 – Orwell Park Pre-Prep

Good behaviour, good manners and respect are some of the qualities we believe all children need to display in order to develop into polite, kind and considerate individuals. A consistent approach to how we praise and reward children in Pre-Prep is essential and to aid this all the children and teachers strive to adhere to and model our School values. Behaviour management in the Pre-Prep is guided by principles relating to the whole School but they operate differently in some aspects in order to ensure their approach is appropriate to the age of the pupils. In addition to our whole-school values, the Pre-Prep use Golden Rules, which have been established and used effectively for a number of years. Each class has their own 'charter', written by the children and signed by them. If one of the rules of the charter is broken, a child has to remove their name and 'earn' the right to replace it once behaviour is in line with the charter. This encourages self-regulation and a sense of pride in their class. 'Plans' are in place for children who need a visual prompt to self-regulate. These have been devised by the child and Head of Pre-Prep/teacher. A plan consists of up to three simple phrases or ways forward. The plan is regularly updated, in order for a child to see positive changes.

The Head of Pre-Prep manages the day-to-day behaviour of the Pre-Prep pupils. Any serious offences or issues should be discussed with the Deputy Head, Pastoral or Headmaster.

An atmosphere of positive reinforcement and encouragement is the aim of all staff in the Pre-Prep and, as is the case with the rest of the School, we strive to 'catch them being good' and to manage behaviour, as far as possible, through positive reinforcement. Children may be brought to the attention of the Head of Pre-Prep for individual praise or encouragement.

Pre-Prep Reward system:

A sticker chart reward system has been established in the Pre-Prep school to reward good effort, behaviour and attainment as it happens in the classroom and playground. Children gain one sticker each time they are 'spotted getting it right' and work towards a small prize from a class stationery prize box.

Blue Certificates are also handed out weekly to up to 3 children per class each week. These recognise academic effort and achievement as well as golden behaviour and adherence to the school values. They are presented to pupils on a weekly basis at our Celebration Assembly on Friday mornings. Staff are encouraged to give every child a blue certificate at least once a term.

Sanctions:

The children know, that is they feel unsafe, or if something happens to them, they tell a member of staff. We are committed to the British Values of Democracy, the Rule of Law, Respect, Individual liberty and Tolerance.

It is important that children understand the consequences of breaking a rule. There may be times when unacceptable behaviour by a pupil or groups of pupils needs firm handling.

If a child misbehaves:

Teachers use their judgement and follow policy/Golden Rules warning system

- If needed, the Head of Pre-Prep speaks to the pupil in question who may be required to have quiet time out in her office. The pupil will then be monitored and the parent spoken with if it is decided that this is warranted.
- All staff review all incidents of poor behaviour or repeated misbehaviour and liaise about concerns and actions required during their weekly meetings. Significant concerns are shared with staff belonging to the Early Help Team at weekly meetings and minutes are circulated amongst teaching staff and key support staff if they have a pastoral role.
- In more serious cases, the Deputy Head, Pastoral will speak to a child in addition to the Head of Pre-Prep.
- Specific incidents are recorded on 'MyConcern' after consultation with SMT/DSL lead.

Classroom. Additional sanctions may include:

- Sitting apart from the rest of the class and working separately. Children are never sent to sit outside the classroom. If the work is not finished at the end of the lesson the child may be asked to complete it during break time or at home in agreement with the parents.
- Being sent to the Head of Pre-Prep and, if appropriate, parents will be informed.

Playground:

- The following behaviour is considered to be unacceptable in the playground or anywhere in the school:
 - Physical contact such as: pushing, play-fighting, punching/hitting, kicking another child and biting.
 - Name calling
 - Bullying of any kind
 - Racism or discriminatory language

If a child does any of the above he/she will be asked to sit out on the bench for five minutes of 'Time Out'. If, following Time Out, the child continues to display aggressive behaviour then the Head of Pre-Prep is informed and the sanctions detailed above are actioned. On occasion, the Head of Pre-Prep may give a child a task to complete during break time to reinforce a message of behaviour. If there is a general pattern of anti-social behaviour in the playground then the Head of Pre-Prep will contact the parents for a formal meeting.

In exceptional circumstances, a child may have to be taken home. This decision would be made by the Headmaster and Head of Pre-Prep. Possible reasons include:

- Extreme physical harm caused to another pupil or adult
- Severe damage to property
- The inability of staff to maintain a pupil's safety

Staff are expected to:

- Adhere to our school values and model them through their own behaviour and interactions with both children and adults.
- Treat all children with respect and fairness.
- Encourage children to feel respect for their teachers.
- Refrain from any form of physical contact in the form of: holding a child tightly, hitting a child, pushing or pulling a child in a rough manner.
- Never shout at children, unless there is a safety issue.
- Be aware, at all times, of the age of the children and behaviour that is appropriate to the age group.
- Enforce good discipline within the Pre-Prep and observe the Rewards and Sanctions procedure.

Use appropriate language, 'You are making the wrong choice, this is a warning

Playground Rules

- The Golden Rules:
 - Be kind to each other
 - Take care of our environment
 - Listen well and show respect
 - Stay safe
 - Follow instructions
 - Do your best

In addition to these please remember:

- No rough play
- Pirate ship & surrounding area is one unit. Stay away from underneath the ship if not your turn.
- No weapons of any description, imaginary or created
- Bikes only on tarmac near the Reception classroom, not on paths or in front of school.
- No playing around side of School near KSI (use path as a barrier)
- At lining up: 2 rings of the bell and all to stand still and silently so they are ready to listen to instructions. When told, they can WALK to line up on the next bell.

Appendix 5 – Rewards and Sanctions in the Boarding House

There are many ways you are rewarded for your good behaviour in the boarding house.

Boarding House Rules

In this Boarding House we will all:

- be inclusive and considerate to everyone
- be polite kind and helpful to everyone
- respect the property of others and the school
- listen to the boarding staff
- be quiet during reading time and after lights out
- keep my dorm and myself clean and tidy

Boarding House Rewards

- Star of the Week
- Boarder of the Week (decided by boarding staff)
- Boarding Points (awarded by staff)
- Boarding Points winners' party
- Responsibilities for Year 8

What are Boarding Points?

BPs or Boarding Points are given to boarders that are helpful, kind, polite and follow the six simple rules of the boarding houses. They are given for all sorts of positive behaviour!

Where can I keep track of my BPs?

BPs are recorded on the big noticeboard in the main boys' corridor and on the wall in the girls' corridor.

Who can give BPs?

All Staff and Houseparents can give Boarding Points. You also receive Boarding Points if you are nominated as Star of the Week or Boarder of the Week!

What happens if I have the most BPs?

At the end of each term, all the BPs are added up and the top four boys and the top four girls are invited on a trip to Pizza Hut! It is a fun evening out with some of the Boarding Staff and you are allowed to choose from the children's menu which includes pasta, pizza or nuggets, unlimited salad and if you've still got room, a go on the ice-cream factory!

Boarding House Sanctions

If you decide not to stick with the Boarding House Rules the following may happen:

- Verbal Reminder
- Loss of a privilege
- Break loss
- Formal detention
- Temporary exclusion from boarding
- Permanent exclusion from boarding

See the Boarding Staff if you would like to ask any questions about the rewards and sanctions in the boarding houses!