



**ORWELL PARK SCHOOL**  
Nacton, Ipswich IP10 0ER

**SCHOOL BEHAVIOUR  
POLICY**  
(including pupil discipline and exclusion)

**Date:** November 2016

**Status:**

**Review Date:** November 2017

# **ORWELL PARK SCHOOL SCHOOL BEHAVIOUR POLICY**

## **1. INTRODUCTION**

Orwell Park School ('the School') aims to be 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 provision of 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'.

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 a 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 (2014)* 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.

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; 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 that 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.

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

**Class Teachers (EYFS, Pre-Prep and Middle School) and Tutors (Senior School)** play a key role in promoting the School's Behaviour Policy and in educating and counselling 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 Pre-Prep Coordinator), for creating a high-quality learning environment, teaching good behaviour, modelling our chosen values and implementing the agreed policy and procedures consistently. The Headmaster (or Pre-Prep Coordinator) will treat failure by staff to apply the policy as a serious dereliction of duty.

**The Headmaster, Pre-Prep Coordinator 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 consulted when 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 other agencies (such as police, counsellors, LSCB) 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 Tutorial system, their PSHCE (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 displayed around the school and in prep diaries.

**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 afterwards 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 their use will be characterised by clarity 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 3

## **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, particularly on Learning Support, Anti-Bullying, Staff Relationships with Pupils (including physical contact), Staff Training, Appraisal and Staff Discipline has been established.

## **7. 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.

## **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 1 – Standards of Behaviour at Orwell Park**

### **1. 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

#### **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 boys and girls, 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
- ❖ 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 insubordinate, antisocial or to answer back
- ❖ To loll 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 go to the loo in the break between lessons and not in the middle of a lesson (never more than one at a time)
- ❖ That pupils needing to collect articles from their own classroom cause the minimum of disruption to a class using it
- ❖ That pupils arriving late to a lesson produce a late note from the member of staff who caused the tardiness



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 disregard this code of behaviour.

## **Appendix 2 – Rewards and Sanctions (Main School)**

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’.

### **1. Promotions**

The School endeavours to give opportunity to all senior pupils, especially those in Year 8, to have some responsibility as Dormitory Captain, Librarian, Captain of sporting teams etc. 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.

Some pupils are made a Sub-Prefect and later are raised to being a full Prefect when the time is deemed to be appropriate. Older pupils are expected to lead by example and particularly help and support younger pupils at the School. 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.

### **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, Scholarpack, by members of staff. House Points are particularly recognised and encouraged by the Housemaster/Mistress as they count towards the House Competition, 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 Honor Cup but points for winners of the House Point competition carry more weight than other competitions such as sport and music. House Points awarded to each of the four houses will be displayed prominently on screens in the North Hall so that everyone knows how many points the houses have. Periodically in School Assembly the Headmaster will remind the school of each

house's current place in the House Point competition. This creates friendly rivalry between the houses and raises the status and value of House Points. Competitiveness and house pride is also generated through the weekly House Assemblies.

House Points also operate at an individual level. Certificates are given to individuals in recognition of House Points they have received...

- 25 points – Bronze certificate awarded in Houses Assembly.
- 50 points – Silver certificate and £5.00 gift token awarded in School Assembly
- 75 points – Gold certificate and £10.00 gift token awarded in School Assembly.

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.

### **Send-Ups**

Exceptional work for that pupil is recognised by the pupil being awarded a Send-Up. The Send-Up should be taken to the Headmaster (or Pre-Prep Coordinator) 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 being good' and modelling our school values along with a brief overview of the positive behaviour for which they must be recognised. Staff are encouraged to praise these children when the opportunity arises and feedback positive reports to parents where possible.

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

Postcards will be written by the Deputy Head, Pastoral with personal messages of praise and encouragement and sent home for children who have stood out in upholding our values or who have improved their behaviour noticeably. These postcards will only be used on a few occasions each term to ensure that they retain their significance.

### **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 Scholarpack. 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:

- ❖ Persistent minor disruptions / eating in lessons or 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
- ❖ Disobedience
- ❖ Talking when required to be quiet or general rudeness
- ❖ 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/ 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 a number of Debts having been given within a short space of time. They may also be given for academic work that is inadequate or late. Detentions are held on Monday afternoon at 3.30pm (Years 3-5) and Monday 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 by Friday and are offered the opportunity to come in and discuss the matter. All detentions are recorded on Scholarpack and Class Teachers / Tutors are 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.
- Detention in School hours.
- 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 usually be informed in person (or via a telephone conversation) by the Headmaster or 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 abuse or assault.
- Carrying or supplying an illegal drug.
- Carrying an offensive weapon.
- Wilful 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, the Headmaster or any other member of staff may use 'reasonable force' to prevent a pupil from:

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

### Rewards and Sanctions

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, will be striving 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.

The Pre-Prep Coordinator 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.

### Rewards:

An atmosphere of positive reinforcement and encouragement is the aim of all staff in the Pre-Prep and, like the main 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 Pre-Prep Coordinator for individual praise or encouragement.

Social and Academic rewards will be kept separate:

### **Social Rewards:**

**The Golden Sunshine.** Within the classroom, the School Values are displayed visually as well as The Golden Rules. Positive behaviour is shown with all children beginning each new day ‘on the sunshine’ (a visual sunshine with all the children represented on it). Should a child have difficulty acting in accordance with our rules and values they are reminded of them before moving their own name or picture onto the ‘grey cloud.’ This process acts as a visual reminder of their behaviour and their choices. The child then has time to redeem him/herself in order to get back onto the sunshine.

**Star Book.** Any member of staff who feels that the child has displayed particularly helpful or kind behaviour towards a teacher or the other children, in accordance with our values, may place children’s names in the Star Book. This could include:

- Holding the door open for someone to pass through.
- Sharing in the classroom or playground.
- Helping a child who has been hurt.
- A helpful act without being asked.
- Kind words.
- Kind actions.
- Showing care for other pupils.
- Good manners.

Children’s names are read out in the Friday Celebration Assembly.

**Merit pots.** Each class has a basket of ‘merits’. If a child is caught following the rules and values they may be given a merit, which they put into the pot. When the pot is full the class then decides on a suitable treat.

Nursery children will all receive a little ‘treat’ pencil/rubber etc. when the pot is full.



## **Academic Rewards:**

**Stickers on chart.** Each child (Reception - Year 2) will have a 100 grid. When they do exceptional work they can add a sticker to their chart in sequence.

10 stickers = Recognition in Friday assembly and a clap from peers.

50 stickers = dip in the silver box (one little treat) in Friday Assembly

100 stickers = dip in the golden box in Friday Assembly (one little treat)

Nursery will have a sticker put immediately onto their jumper etc as recognition for their good work.

**Blue Certificates.** These recognise academic effort and achievement. 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:**

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. The following states the procedures for unacceptable behaviour in the playground and the classroom:

**The Golden Sunshine.** If a child has difficulty in acting in accordance with the rules and values, they are moved onto the 'thunder cloud'. This means they will then miss some of their Golden Time reward on a Friday. Golden Time will take place for the whole of Pre-Prep each Friday at 9.30am and will be a short period in the timetable when the children can choose a selection of special activities set by the teachers. These may include: arts & crafts, a library session, board games, construction toys etc. If a child is due to miss some Golden Time they will sit out at the beginning of the session and join the rest of the children after a few minutes. This ensures that all children experience the feeling of reward.

**Classroom.** Additional sanctions may include:

- Sitting apart from the rest of the class and working separately. If the work is not finished at the end of the lesson the child may be asked to complete it during break time.
- Being sent to the Pre-Prep Coordinator and the parents will be informed.
  - Further monitoring and strategies such as Home/School diary, 'cubes on the desk' to encourage good behaviour may be introduced.

## **Playground:**

- The following behaviour is considered to be unacceptable in the playground:
  - Physical contact such as: pushing, play-fighting, punching/hitting, kicking another child and biting.
  - Name calling
- 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 class teacher is informed and the child is removed from the playground and asked to sit in the classroom. The parents must be informed at this point.
- On occasion, the Pre-Prep Coordinator may give a child writing to complete during breaktime to reinforce a message of behaviour.
- If there is a general pattern of anti-social behaviour in the playground then the Pre-Prep Coordinator is informed and she will contact the parents for a formal meeting.

**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.
- Refrain from continued shouting at children.
- 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.



# **Pre-Prep Golden Rules**

- 1) Be kind to each other**
- 2) Do your best**
- 3) Take care of the environment**
- 4) Listen well and show respect**
- 5) Stay Safe**
- 6) Follow instructions**



## **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 physical contact (except holding hands and a tap on shoulder for catching games)
- Pirate ship & surrounding area is one unit. Stay away from underneath the ship if not your turn. (EYFS mornings & KS1 lunchtimes)
- 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 KS1 (use path as a barrier)
- Only go to toilet (in Reception classroom) if you have asked and been given a peg. Teachers on duty will have 3 pegs between them.
- At lining up: 3 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.
- Award Golden Star for the best class to line up. (Give star to child to give to teacher.



# ORWELL PARK BOARDING

## *Six Simple Rules.*

To have a happy boarding environment we need to follow the Six Simple Rules, which are:

- 1) I WILL BE QUIET DURING READING TIME AND AFTER LIGHTS OUT
- 2) I WILL BE TOLERANT AND CONSIDERATE OF OTHERS
- 3) I WILL BE POLITE, KIND AND HELPFUL TO EVERYONE
- 4) I WILL RESPECT THE PROPERTY OF OTHERS AND THE SCHOOL
- 5) I WILL LISTEN TO THE BOARDING STAFF
- 6) I WILL KEEP MY DORM AND MYSELF CLEAN AND TIDY





# ORWELL PARK BOARDING

What happens if I don't respect these Six Simple Rules?

A) Verbal Warning / Telling Off



B) 20 minute loss of time



C) House Detention (1 hour loss of time – work set by Boarding Staff)  
– letter/ email home



D) Temporary Exclusion from Boarding (letter home and Headmaster informed)



E) Full Exclusion from Boarding (meeting with parents and Headmaster)

## **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!

## **REWARDS AND SANCTIONS IN THE BOARDING HOUSE**

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

Here are a few:

- \* Star of the Week prize
- \* Boarder of the Week prize
- \* Recognition by a teacher, Tutor, the Headmaster and your parents
- \* Special events such as discos, BBQs and parties
- \* Boarding Points
- \* Pizza Hut Winners

If you decide not to stick with the Six Simple Rules the following may happen:

1. Verbal Warning
2. Break-loss
3. Detention
4. Temporary exclusion from Boarding
5. 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!

Responsibilities for Year 8 Pupils:

- Dorm Captain
- Peer Listener
- Head Boarders
- Heads of House
- Sub Prefect / Prefects
- Head Boy / Girl