



Pastoral Care Plan

*This plan contains the ANTI-BULLYING Policy and
The BEHAVIOUR & DISCIPLINE Policy*

**COVERING FELSTED PREPARATORY SCHOOL
INCLUDING EYFS AND BOARDING**

Governors' Committee normally reviewing:	Academic Committee
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Person responsible for implementation and monitoring:	Head
Other relevant policies:	Safeguarding (Child Protection and Staff Behaviour) Policy, Equal Opportunities Policy, Curriculum Policy, , Health and Safety Policy, Policy for Safety and Security of pupils, Complaints policy, Safer Recruitment Policy, Treatment and Medication Policy, Pupil Review Policy, E-Safety and Computer Usage Policy, PSHE Policy, Learning and Teaching Policy

The following Policy covers the Aims and Ethos of the Prep School

Mr Simon James
Head, Felsted Prep School

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

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1. The Objectives of the Pastoral Care Plan are:

to promote the welfare and happiness of every Young Felstedian:

to enable Young Felstedians to develop their self-knowledge, self-esteem and self-confidence;

to encourage Young Felstedians to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to community life by promoting tolerance and harmony

to enable Young Felstedians to distinguish right from wrong and to respect the rule of law, individual liberty and mutual respect and tolerance of difference

to ensure that every Young Felstedian is protected from abuse;

to recognise that every Young Felstedian has a right to raise anxieties and grievances;

to clarify lines of communication and procedures to be followed in the interests of the Young Felstedian;

to evaluate the Pastoral Care, Behaviour and Discipline Policy annually on the basis of legislation, lessons learned and new strategies employed.

2. Those involved in the Pastoral Care Plan are:

- (i) All pupils**
- (ii) All teaching staff**
 - Form Tutors
 - Heads of Phase
 - Houseparents, Assistant Houseparent & Boarding House Team
 - Deputy Head
 - Head
- (iii) Other adults**
 - Learning Assistants
 - GAP Students
 - External Co-Curricular Staff
 - Health and Wellbeing assistants
 - School Chaplain
 - School Doctors
 - School Counsellor/Life Coach/Independent Listener
 - Parents

The ANTI-BULLYING POLICY

(i) Definition of Bullying

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences”.

(Preventing and Tackling Bullying, DfE, July 2017)

CYBERBULLYING - DEFINITION

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

(Preventing and Tackling Bullying DfE, July 2017)

SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- A physical change such as weight loss, bruising or marking.
- A change in behaviour such as sudden short temper, going very silent or unusual rudeness
- Changes of routine
- Going to different places around school
- Prolonged or irregular absence
- Visits to matron or a particular teacher
- Isolation or difficulties/changes in friendships (who a pupil plays with at break or sits with in class)
- Concern from parents
- Odd eating (loss or gain of appetite) or drinking habits
- A child who tells you that they have rarely had tea or breakfast
- A child who seems to shy away from an adult or parent
- Odd habits when it comes to going to the toilet
- Self-deprecation, a tendency to never notice what the self does well and consequent low self-esteem
- Reference to constant aches, pains, feeling sick or other problems
- Complaints of feeling tired
- Complaints about not liking a particular person, another child, teacher or adult
- Self-harming
- A child wanting to take too much medicine, paracetamol, cough medicine etc
- Other signs of substance abuse
- Unkempt appearance
- Through the curriculum, writing, artwork

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying, should be investigated by parents and teachers.

(ii) Promoting Positive Relationships helps to prevent bullying

Our STOP campaign teaches children to identify **What** bullying is: Several Times On Purpose, and **How** to stop this: Start Telling Other People.

Daily Tutor Time and immediate approach to difficulties.

All Young Felstedians are encouraged to build a relationship with their Form Tutor or other teacher and identify an adult whom they feel able to talk to in case of need. Form time takes many forms and is aimed at dealing with Form business, but also creating time for the building of relationships and discussion about all manner of things. Felstedians should feel safe and able to express themselves within this environment.

Annual RUBY training both for staff and pupils and follow-up questionnaire
PSHE guidance and discussion
Assemblies
Codes of Conduct
Mnemonics such as HOWDI to promote good behaviour
Whistle-blowing approach promoted through a variety of means
Workshops and 'Get it right' cards
Chapel Services led by pupils, staff or visitors
Peer mentoring and buddy systems (picnics/reading/support for uncertain pupils through networks or individuals/buddy days)
Break time duties led by Year 8
Well supervised playgrounds and Phase areas during breaks
'Who to go to' in times of need posters (incl. Child Line numbers,& Sharing/Caring Box in each Phase)
Regular training for staff and pupils on safeguarding matters
Celebration of pupils who get it right through Leadership status and recognition, plus points, certificates, golden time, parties and other rewards
Leadership Schemes - Stewart House, Ffrome Court, Cloisters, Courtauld House and in Boarding (Hamilton House)
Promoting each individual child through individual strengths
Leadership training and opportunities through Years 7 and 8

Staff guidelines to reduce the risk of bullying are:

At the start of each academic year the Head, Heads of Phase, Head of Boarding and Form Tutors remind pupils that bullying in all forms is not tolerated in the School and a discussion occurs at both staff and pupil meetings of times and places where bullying is most likely to occur and where everyone needs to be vigilant. The Head leads on the RUBY initiative with the League Captains & Prefects and Boarding Captains and Monitors and Years 3 - 8 fill in a questionnaire following the Head's assembly and the League Captain assembly on anti-bullying. Examples of the forms that bullying may take, such as racial, religious, cultural, sexual/sexist, homophobic, special educational needs, disability and cyber (social websites, mobile 'phones, text messages, photographs and email), are clearly set out in that questionnaire. Pupils in R - Year 2 work on the meaning of friendship and anti-bullying through a clear focus on their Golden Rules. (See Appendix 3)

There is additional Induction for all New Staff and Co-Curricular external coaches.

Staff undergo Safeguarding training every year and the Head, Deputy Head and Designated Safeguarding Lead every 2 years.

Staff are aware that bullying is a very serious issue and can cause serious long term psychological damage to a person.

Staff are given clear guidance on where to look for bullying and particular arrangements are made for staff to observe how certain children of concern are playing in breaks or where they are sitting in class.

All pupils have a responsibility to talk to someone in authority if they witness bullying or suspect that it is happening.

Staff are asked to use any educational opportunity such as PSHE, assemblies, projects, drama, literature, historical events, current affairs and so on to promote awareness and prevent any form of bullying.

Positive attitudes to learning and behaviour are recognised and celebrated through a variety of rewards, suitable to the age and phase of the pupils.

Pupils are referred to the front of their Planners where they should become familiar with the "Pupils' Aims", Rules & Conventions (Do's & Don'ts), the School's Disciplinary Policy and are exposed to various anti-bullying posters around the School. Pre-Preparatory pupils are asked to adhere to the Golden Rules as published in all the classrooms, the hall and in their Pupil Planners.

Pupil Council introduced the **HOWDI** code, which has become very popular with pupils, staff and parents. It is reviewed annually and still felt to be relevant.

H - Hello - you do not have to be friends with everyone, but take time to greet them

O - Open the door to anyone and everyone

W -Walk around school and wait in a respectful manner

D - Dress appropriately

I - Instructions - follow these at all times!

In September 2009, the Pupil Council devised the School Jewel (revised Sept 2011 & 2013):

Responsibility for yourself, others and belongings

Understanding others

Best - achieve your best in all you do!

Yourself - become yourself, believe in yourself, be yourself!

Other material is available from Mrs S L Knightley, Head of PSHE.
(For further rules see Appendix 1)

(iii) Staff Procedure for Dealing with a bullying problem

Guidelines for interviewing pupils on disciplinary issues

Below are guidelines when interviewing pupils. There are many successful strategies though the priorities are always the same:

- establish the facts
- treat the pupil(s) as you would wish your child to be treated
- treat different pupils in the same way.

- (a) If it is suspected that there is a major breach of discipline (one which could lead to suspension or exclusion), inform the Head or Deputy Head immediately. They may need to make an early decision on referring the matter to Social Care and the Police. After consultation with them, it may also be necessary to inform parents or guardians. Other people may also need to know early on and some of these can help to manage the aftermath: Medical Staff, Chaplain, Tutor, Boarding House staff, friends, brothers or sisters. Write down in advance exactly what is to be said.
- (b) It may be necessary to take urgent action to secure evidence (e.g. alleged theft, indecent assault, alleged drug abuse and so on); but if the pupil is very distressed or not acting in a normal way, it may be helpful to delay the interview, particularly if it is late in the evening. In that case, give clear instructions to the pupil about staying in the School, and on whether he/she may speak to others.
- (c) Offer the pupil the option of having a supporter teacher present. If the friend is a member of staff, make it clear at the outset that your colleague is there to support the pupil, not to ask questions. Do not promise confidentiality. If the pupil has a friend, you must ensure that there is another adult present at the interview. If interviewing alone, leave the door open. If in doubt, take advice. It may be beneficial to have a friend in the room!
- (d) If it is necessary to interview more than one pupil, and to prevent collusion, keep the pupils in separate rooms – League Captains may be able to help.
- (e) Think about seating: do not sit behind a desk since pupils are more likely to share confidences without a barrier between; try not to confront the pupil or make them stand.
- (f) Listen to the pupil, rather than directly question him or her. Do not ask leading questions. Never stop a child who is freely recalling significant events.
- (g) If the pupil asks for a break, or a chance to make a phone call, you should agree.
- (h) Once the story has been established, get the pupil to write down that version. Extra details often appear at that stage. Pupil(s) and staff should sign and date it. If the pupil is reluctant to write or sign anything, do not insist.
- (i) At the end of the interview check with the pupil on whether he/she thinks that the process has been fair and on whether there is anything to add. Offer a further chance to talk. Concede explicitly that "it can take time to remember everything clearly", or that "it can be hard to tell the

whole story" (i.e. leave the door open for further revelations). If more does emerge later, that should also be noted down in the same way.

- (j) If the incident is so serious that it may lead to police involvement, avoid further interviews. Repeat to the pupils that they should not discuss the matter among themselves.
- (k) Check that the records are adequate before the details get blurred: brief, factual, to the point; recording events (not feelings). Interview notes: take care to record the timing, setting and personnel present as well as what was said. Record all subsequent events up to the time of the substantive interview.
- (l) Reflect upon all information gathered and previous known information about the pupils and seek to identify any patterns of behaviour that may be significant.

(Full guidance on how to deal with an incident of this nature is supplied in the Safeguarding (Child Protection and Staff Behaviour) Policy, including further information on how to enable patterns of abuse to be identified.

(iv) Pupil Grievance Procedure

What to do

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should consult the Essex Children and Families, and make a referral to them if recommended to do so.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Any pupil may register a complaint against a fellow pupil –If the pupil is unhappy with the response of the member of staff or the outcome of the complaint, then he/she should appeal to the Head of Year, Deputy Head or Head. The pupil may be accompanied by a friend at the time the complaint is made and during any subsequent discussions.

If a pupil's complaint is against a member of staff (teaching or other), he/she may make this through his/her Form Tutor or through any member of staff (e.g. Head of Year) or through the Deputy Head or Head. This should then be reported to the Deputy Head or Head if not already informed of the complaint. A pupil may be accompanied by a friend at the time the complaint is made and during any subsequent discussions. The Deputy Head or Head will decide whether any further action should be taken, and will keep parents informed accordingly. *It is expected that all complaints can be dealt with within 48 hours.*

Complaints Policy is on the website (www.felsted.org)

Phase Incident Log This is updated as appropriate with the pupil's name, the nature and date of the incident, notes and consequence.. This log is reviewed termly along with other centralised logs as part of the termly Safeguarding report to the Governance Committee.

Support for pupils

Support is available to all pupils and is provided in a variety of ways, for example;

1. Chat and check (daily, every couple of days, weekly)
2. Confidence, motivation cards/self-esteem diaries
3. Mindfulness session or offer of mindfulness technique training
4. Extra support with work or other aspect of concern
5. Lifecoaching with in house lifecoach
6. Counselling with school counsellor (also offers family support)

Some pupils may need very specific support due to an educational need or disability. The School works closely with parents and relevant agencies, such as Occupational Health and Educational Psychologists to provide such support.

Transition

All pupils and parents are led carefully through transition with opportunities to experience life in the new Phase. Bespoke experiences and meetings are put in place to ensure that staff hand over carefully and pupils and parents feel ready for change. All new Reception pupils are visited in their current setting and given opportunities to join such as musitastics or storytastics. Pupils moving on to different schools are helped individually with a flexible and appropriate approach.

All pupils have to follow a firm system of discipline which is suitably flexible to allow for increasing maturity. Corporal punishment is never threatened or used. Rules are laid down in the Pupil Planner and cover such matters as personal appearance, care of property and the behaviour necessary for the effective and efficient running of the school community. There is a separate policy on exclusion. Sound work habits are encouraged and all pupils are expected to obey the rules and regulations.

Common sense, cleanliness, tidiness, punctuality, respect for common and individual property and good manners are always necessary. Whenever involved in any school activity or doing anything in public, restraint and good taste must be shown so that the community can be proud of pupil activities.

Permanent Exclusion - see Procedure on Discipline and Exclusions

Appendix 1

This is the document that the School Council updates annually to share with the School as part of the RUBY campaign.

Pupil Procedure to Prevent Bullying

The School aims to provide an environment in which each pupil is personally involved, and in which they can develop as young people of integrity, social conscience and courage. We aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every pupil has a right to enjoy their time at school. Felsted expects you to be law-abiding and does not tolerate bullying or harassment. Respect for others is expected.

At Felsted everyone has rights and responsibilities:

Rights	Responsibilities
to feel safe	to respect yourself
to learn and grow	to respect others
to be respected	to use common sense
to be valued	to support others

It is the right and responsibility of everyone to report bullying, whether it happens to them or to someone else. No one will get into trouble for doing this.

What is Bullying?

Bullying is Several Times on Purpose (STOP)

Bullying is the misuse of power, is uninvited aggressive words actions, or omissions and is hurtful. Bullying is any behaviour intended to hurt, injure, threaten, or frighten, including:

- using hurtful or sexist names or any names which obviously upset
- making reference to a person's sexuality, religion, culture or race
- picking on an individual for any reason including disability
- punching, hitting, pushing
- teasing or mocking
- spreading rumours
- exclusion, deliberately ignoring or avoiding and/or encouraging others to do the same
- repeatedly 'putting down' someone
- threatening
- taking or damaging property
- using mobile phones, emails and/or text messages, photographs, social websites to be abusive, unkind or cyber bullying.

What to do if you are bullied:

Start Telling Other People (STOP)

- tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive
- seek help. Talk about it to someone you trust.
- report it to a member of staff, or a League Captain. The school does not tolerate bullying.
- Feel confident that any incident can be resolved satisfactorily.

What to do if you know someone is being bullied:

- care enough to do something about it, whether it affects you personally or not; early intervention can diffuse a situation before it gets out of hand
- report it to a member of staff or a prefect.

To prevent bullying:

- respect yourself and others
- work to create a pleasant school environment for all
- learn to tolerate and accept individual differences
- support the school policy on bullying
- bullying sometimes involves exclusion from the group. If you are popular and part of a group perhaps you could make sure others don't feel excluded

The School:

- expects a high standard of behaviour at all times
- aims to provide a safe and caring environment for everyone
- has a policy for detecting, preventing and dealing with bullying
- is educating pupils about issues related to bullying behaviour
- offers support to all pupils through the pastoral care system

If you are unhappy or worried about a problem or wish to make a complaint you should talk to someone or e mail them. That person might be:

- Your Form Tutor
- Your Head of Phase
- Another member of staff - Houseparent?
- Independent Listener - Alex Keane: 07707 602167
- The Medical Centre - 01371 822791
- Health and Wellbeing Assistants - 01371 822784
- The Deputy Head, Mr Fincher (jpf@felstedprep.org)
- The Head, Mr Simon James (scj@felstedprep.org), either knock on the door or make an appointment with the Head's PA - 01371 822612
- Worry Box placed on the ledge opposite the Boarding House stairs

Outside the school:

- Childline (tel 0800 1111)
- National Drugs Helpline (tel 0800 77 66 00)
- your parents

Don't be afraid to speak out if there are matters you don't know how to deal with. Everyone at Felsted is most concerned about your welfare and there is always help available.

Behaviour Policy

This policy applies to all pupils at Felsted Prep School including those in the Early Years Foundation Stage (“the School”). It should be read alongside the Anti-Bullying Policy (contained in this Policy) and the Positive Handling Policy.

The Head and Governing Body believe that in order to safeguard our pupils and enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. They seek to create a caring and learning environment in the School by;

- promoting positive behaviour and discipline, rather than simply punishing bad behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and proper relationships based on mutual respect;
- ensuring fairness of treatment for all, encouraging consistency of response to both positive and negative behaviour; and
- promoting early intervention: providing a safe environment free from disruption and violence.

It must be understood that:

Bullying and any form of harassment are deemed wholly unacceptable.

Procedures will be based upon mutual respect. There is no corporal punishment at Felsted and corporal punishment is not threatened in any part of the School.

The Head, Deputy Head and Heads of Phase will keep the policy under review in the light of experience. They will ensure that the School’s expectations are communicated to pupils and to students and parents, are non-discriminatory and that the expectations are clear. The Governing Body will support the School in maintaining high standards of behaviour.

The Head, Deputy Head and Heads of Phase (and their appointed Assistants) will be responsible for the implementation and day-to-day management of the behaviour at the School. Support for staff faced with challenging behaviour is also an important responsibility.

All staff will be responsible for ensuring that the expectation of good behaviour is consistently and fairly applied. Mutual support amongst all staff in the implementation of this expectation is essential. Staff have a key role in advising the Headmaster, Head of Prep School and Head of Pre-Prep on the behaviour of students. They also have a responsibility to create a high quality learning environment, teaching good behaviour and implementing procedures consistently.

The Governing Body, Head, Deputy Head and Heads of Phase, Assistants and staff will ensure there is no differential application of the behaviour expectations on any grounds, including those of ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the expectations of the School. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported promptly and accurately.

The procedures arising from this policy will be developed by the Head, Deputy Head and Heads of Phase. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all concerned. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the School has a responsibility towards the whole community.

Rewards and Sanctions

1. Rewards

a) Pre-Prep-Stewart House (YR-2)

Children's efforts are praised verbally as well as in the form of praise pads, stickers and certificates. Stickers are given for a variety of reasons at the discretion of the teachers and learning assistants. Children may be sent to the Head of Stewart House for special recognition for their work or behaviour, where they are awarded a gold sticker in recognition of their achievement. Gold book award certificates are awarded by the Prep School Head each week during assembly.

In addition to the above, each child will be included in their Class 'Dojo' point system. Class Dojo is a digital behaviour management tool for the classroom. Each child has a profile – complete with their own avatar – to which teachers assign points (or 'dojos') throughout a lesson. Accumulated dojo points result in colour band certificates.

b) Prep School:

Each Phase in the Prep school loosely follows the same structure with similar awards, which are as follows:

Commendations

These are awarded for effort by the children during lesson time; whether for their written work, contribution to class discussion or activities within class.

Plus Points

These are awarded for activities outside the classroom, for example music, sport, drama. They can also be awarded for good behaviour, going the extra mile, politeness.

5P Awards

These are awarded by the Head of Phase and are awarded when a pupil has produced work or completed an activity where they have been particularly successful in using one or all of the 5 Ps. They can be nominated to the Head of Phase by the subject /class teacher.

Headmaster's Commendations

These are awarded for particularly impressive pieces of work, or a pupil has excelled in a particular area of school life, or put an extraordinary amount of effort into an activity.

However there are a few areas where Phases show their individual character by rewarding pupils in slightly different ways. These are outlined below:

Ffrome Court (Y3-Y4)

- HOWDI awards and HOWDI cup
- WOW awards
- Star of the week
- Maths star of the week
- English star of the week

Cloisters (Y5-Y6)

- Cloisterian of the Week Award: given to someone who has epitomised what it is to be a true Felstedian. They may have displayed a particular act of kindness, or great manners, or put in a great amount of effort into a specific task. These are nominated by the tutors
- The '1' Club; children can become members of the '1' Club if they manage to attain all 1's for effort in their reports. They are rewarded with a trip to the Coffee Shop at the Senior School

Courtauld House(Y7-Y8)

- Credit Cards: These are carried by all pupils and can be signed by any member of staff for anything they feel is deserving of recognition. Pupils start with a bronze card and each card needs 4 signatures to move onto Silver. 4 more signatures moves a pupil onto Gold. Completed cards are rewarded with Plus Points. A completed Gold Card is rewarded with a paid for visit to the School Coffee Shop. There is also a Fundamentals card, see sanctions below.
- Improved tracking of pupils' achievements to ensure that all pupils in Courtauld House are recognised at least once a year through the newsletter or 'just a note'.

Boarding

- **Merits**

Boarders are given MERITS for following routines, reading quietly, showing respect towards each other and the House and keeping dorms areas tidy. The merit system is designed to encourage our boarders to follow routines and settle quickly at night. Positive behaviour is rewarded with a merit and these are then added to each child's merit table

- **Domestic Fairies awards**

These are awarded by the Boarding House's 'Domestic Fairies' who are the cleaners of the boarding house; they are awarded for tidy dorms, stripping beds etc

2. Sanctions

The Felstedian Behaviour Scheme is a simple visual way (see Appendix 1) of how the sanctions system works in school. It follows the following procedure:

1. **Stop and think about your behaviour** after low level disruption
2. **Warning** these are the sanctions as listed below
3. **Consequence** this is the minus points and detentions
4. **Positive behaviour:** The pupil will then start the next day or lesson with a clean sheet

a) **Pre-Prep: Stewart House:**

There may be times when a child behaves in an undesirable way. Children are given an opportunity to recognise that their behaviour is not desirable and to correct this before a consequence is given. This is done with a verbal warning '1, 2 or 3'. 3 results in 'time out to think' and reflect on what has gone wrong and how to put it right. Pre-prep pupils are supported to recognise the choices they can make and the consequence of their actions. Parents are informed and included in supporting their child's development.

If required, parents will meet with the class teacher and/or the Head of Stewart House to discuss a required intervention or plan. If necessary, this may escalate to involve the Prep Deputy then Prep Head of School.

b) **Prep School**

All Phases in the Prep school follow the same basic sanctions structure, which is outlined below:

Verbal Reprimand

This for minor negative behaviour, for example: disturbing the lesson; not working; preventing others from working, lateness to lesson. This is part of the Behaviour Scheme displayed on posters around the school. Pupils are given a warning and they are given a fresh start the next day/lesson, unless it is repeated behaviour.

Minus Point

These can be for repeated poor work or for poor behaviour, or more severe poor behaviour such as dropping litter; bad language; misuse of computer; general silly behaviour or misconduct within school. Three may result in a detention. Minus points are taken off the totals of plus points and commendations that pupils accrue for themselves and their league.

Head of Phase Detention (Friday) (apart from Courtauld House)

This is for repeated behaviour that has earned minus points. It can also be for something more serious such as extremely bad language; rudeness to a member of staff. It can also be awarded when pupils do not complete homework.

Deputy Head's Detention (Wednesday) (apart from Courtauld House)

This is for a pupils who has accrued two Friday detentions or more in a week, or subsequent weeks for the same reason. It can also be for one off events which are regarded as more severe as HOP detentions, for example: physical and/or verbal bullying; leaving the school grounds without permission, being in possession of another person's property.

Head's Detention (Saturday)

This is for severe acts of poor behaviour such as repeat of any bullying; or blatant stealing; violent behaviour; behaviour which endangers the pupil concerned or others; vandalism; or or repeated behaviour that led to a Deputy Head's Detention.

Temporary Exclusion

The Head of the Prep School may feel it necessary to suspend a pupil from the School for a number of days following a major breach of discipline or an accumulation of disciplinary offences. In such cases it is usual for parents to discuss the situation with the Head, either at the beginning or the end of the period of suspension.

Permanent Exclusion

- (a) Pupils will be excluded only in cases of a serious breach of the School's Behaviour and Discipline Policy or if the continued presence of the pupil in the School would seriously damage the education or the welfare of other pupils or staff.

- (b) Only the Head can exclude (or in his absence the person in charge on the day). The Chairman of Governors will have been consulted prior to a decision to exclude being taken.
- (c) As befitting its gravity, a decision to exclude a pupil 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, assault or intercourse;
 - supplying or being found using an illegal drug;
 - carrying an offensive weapon
- (d) Factors to be considered before an exclusion
- a. an appropriate investigation has been conducted;
 - b. all the relevant evidence has been considered;
 - c. the pupil's version has been heard;
 - d. if appropriate, other people have been consulted

If the balance of probabilities has been established, the pupil may be excluded.

- (e) Parents may appeal to a panel of Governors against the decision to exclude a pupil. The Appeal Process is available from the Head's Office.
- (f) Length of Suspensions (Fixed Term Exclusions)

Suspensions from school will be no longer than two weeks and usually between three and seven days. It is normal practice to give a punishment equivalent to a suspension which requires a pupil to come in to school for up to a week during the holidays to complete work or appropriate tasks. Pupils who have reached this stage of the disciplinary procedure usually require more than the usual support and help. During the suspension at school, the Head is able to ascertain exactly what further support is required for the pupil suspended. This could include counselling, a period of life-coaching, a specifically targeted card, (eg achievement, concentration, kindness) or regular meetings with a key supporter. Such help may already have been set up earlier on as difficulties arose.

A brief summary of the levels of discipline can be seen below:

(Boarding=italics)

Level/ Steps	This is along the line of the Felstedian Behavioural Scheme
1	Verbal reprimand, loss of breaktime, jobs. This should ideally occur the same day as the incident <i>Verbal reprimand - If behaviour continues - warning given</i>
2	Minus point This occurs on a Friday morning long break and lasts for 20 minutes <i>If behaviour is still not rectified then DE-Merit given and email home</i>
3	Head of Phase Detention This occurs on a Friday morning long break and lasts for 20 minutes <i>If behaviour continues then House Parents detention - Boarding House Detention?</i>
4	Deputy Head's Detention This occurs on a Wednesday afternoon and lasts for an hour. The pupil is not allowed to take part in sports fixtures that day <i>Hamilton House then reverts to school Deputy Head's Detention</i>
5	Head's Detention This normally occurs on a Saturday afternoon
6	Temporary Exclusion
7	Permanent Exclusion

Some phases have slight variations in the sanctions and the way in which they are awarded. These are as follows:

Ffreme Court (Y3-Y4)

Ffreme Court follows the procedure above

Cloisters (Y5-Y6)

Cloisters follows the procedure as above

Courtauld House(Y7-Y8)

Due to the increased maturity of pupils in Courtauld House, they follow a slightly different behavioural scheme

1. Fundamentals Cards: These are signed by any staff member for pupils breaking a fundamental School rule. The cards start as Green, then Yellow, then Red. 3 signings are needed to complete the card.
2. Daily Detentions
3. Long 40 minute Friday Detention
4. One hour Courtauld House Wednesday Detention 4.00pm - 5.00pm
5. Two hour Head of Phase Wednesday Detention 4.00pm - 5.00pm
6. Head's Detention

Boarding

A successful boarding community runs on trust and respect for all. We have to be able to trust boarders even when we cannot see them and boarders have a responsibility to maintain the trust between house staff and themselves.

In Hamilton House, each boarder has a fresh start every day. Boarders are encouraged to always STOP and Think about their behaviour. If undesirable behaviour continues then a warning is issued and noted on the incident log. If this continues further then a De-merit is issued. Parents are emailed and the DE-MERIT is discussed with the child and support and guidance offered to help the child.

Our behaviour policy in Hamilton House is aimed for all to strive to make the Boarding House a place where

- everyone can feel safe
- everyone is thoughtful and courteous towards others.
- the boarding community will make sure that words, actions and behaviour show respect for the feelings and wellbeing of others.

3. Recognition and Rewards

There are many areas where the pupil achievement and effort is recognised and rewarded. Below are a few examples:

- Outstanding potential ability or contribution can be recognised through the awarding of one off paid for trips to the School Coffee Shop. (Courtauld House)
- Sporting half and full colours
These are awarded for their contribution to the different sports in school.
- MSAs, and Scholarships
These are awarded for potential and their talent in a particular discipline
- Speech day prizes are awarded at the end of the year on Speech day.
- Awards are also given out in end of term assemblies



Felsted

The Felstedian Behaviour Scheme

Every child has a fresh start every lesson/day.

