



Boundary Oak School

Behaviour Policy

2026-2027

PERSON RESPONSIBLE FOR THE LATEST REVISION	Deputy Head Pastoral
LAST REVIEW	May 2026
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NEXT REVIEW	May 2027

1) OVERVIEW

Good behaviour is actively sought by each member of the school. Our chances of success and happiness, both in school and in the future, depend considerably upon the ability to demonstrate self-control and to make responsible choices regarding behaviour. From a very early age we all make choices about our behaviour, understanding the differences between right and wrong. People can, and usually do, choose to behave well. However, when they do misbehave, they are making a conscious decision to do so.

A cornerstone of success is the manner in which we are all involved in ensuring the right choices are available and supported. To ensure a positive learning environment, we recognise that all members of the school; must accept responsibility for their own behaviour and for correcting misbehaviour. For this to work, there has to be cooperation, communication and consistency between pupils, parents, staff and directors.

Government guidance can be found here: <https://www.gov.uk/government/publications/behaviour-in-schools--2>

2) AIMS

Learning to Learn:

- To develop a sense of self – discipline and an acceptance of responsibility for one's own actions
- To create conditions for an orderly school which enables effective learning to take place
- To develop mutual respect between all members of the school
- To have consistent expectations and guidance about routines and procedures

School of the Future:

- To prepare pupils to take on an effective role in society
- To appreciate the various roles in a modern society, e.g. consumer; parent; adult, etc.



The Values we hold (7Rs):

- **BEHAVIOUR:**
 - Respect
 - Responsibility
- **LEARNING:**
 - Resourceful
 - Reflective
 - Responsive
- **MOTIVATION:**
 - Resilient
 - Relentless



3) IMPLEMENTATION

The Role of the Pupil

The pupil has a central role in the development of his/her own self-discipline:

- Through negotiation and discussion pupils are given choices, which help them to develop a sense of responsibility for their own behaviour
- Pupils participate in setting their own achievable targets
- Pupils are encouraged to discuss their problems in confidence with a member of staff with whom they feel secure, normally in the first instance the personal tutor

Expectations for pupils

- Be Punctual
 - Arrive at school on time
 - Make class changes quietly and quickly to arrive on time for each lesson
- Participate in all Class Activities to the Best of One's Ability
 - Have all necessary materials on hand
 - Be organised and ready to begin work
 - Take part in group discussions and projects
- Complete Assignments
 - Complete assignments and use class time wisely
 - Assume responsibility for incomplete or missed work or that which needs re-drafting
 - Complete homework each evening
- Behave in a Respectful and Courteous Manner
 - Use acceptable language towards everyone
 - Respect the rights and property of others
- Display appropriate self-control
 - In the classroom
 - On the playground and other outdoor areas
 - During school assemblies and other functions



- In common school areas e.g. the corridors, foyer, stairs, common rooms, dining hall, etc
- Follow School Building Regulations
 - Use the assigned entrances to enter and exit the building
 - Dress appropriately for the weather and outdoor recess breaks
 - Label and keep track of personal items (supplies, clothing)
- Be an active member of a Community of Excellence
 - Celebrate others' successes, achievements, and progress.
 - Provide helpful feedback and critique of work (not people)
 - Have high expectations of yourself and others.
 - Aim to master knowledge and skills, including character skills and learning dispositions.
 - Aim to consistently produce high quality work by re-drafting frequently if necessary.

The Role of the Parent

At Boundary Oak parents are encouraged and expected to be part of the team (pupils, staff and parents).

- We need a collective approach in developing self-discipline in the children attending the school. Co-operation and support from parents is sought and is vital if we are to be successful
- We expect that parents/carers will support the school's Behaviour Policy
- We expect that parents/carers will support their child by agreeing to discuss any problems that arise
- We expect that parents/carers will celebrate with us their children's successes

The Role of the Staff

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Staff have an important responsibility to model high standards of behaviour when dealing with pupils and each other. They:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on respect and understanding the needs of others
- Ensure fair treatment for all, according to the framework of our Equal Opportunities policy



- Provide guidance on improving standards of academic and behavioural performance
- Repair and rebuild relationships that have temporarily broken down
- Respond positively to efforts made by pupils when they are genuinely trying to effect a change in their behaviour
- Show appreciation of the efforts and contributions of all
- Promote a Community of Excellence through deeper instruction, high expectations of the quality of work, and creating assignments that challenge and inspire.

TEACHERS AGREE TO:

- a sense of humour.
- a positive attitude.
- fairness.
- to listen.
- to smile.

MIDDLE LEADERS AGREE TO:

- Meet and greet, walk around and be visible in their curriculum area
- Go into lessons to catch pupils being positive
- Stand by staff to support restorative conversations

SENIOR LEADERS AGREE TO:

- Stand at the front door every morning to meet and greet
- Be visible at lesson changeovers and social times
- Carry out regular learning walks to support and coach and model expectations
- Facilitate cover to enable staff to conduct restorative meetings

4) CURRICULUM

An appropriately structured curriculum is essential to promoting positive behaviour. We provide this through:

- The active involvement of pupils in their own learning
- Providing lessons that have clear objectives, understood by the pupils and differentiated to meet their specific needs
- Using acknowledged marking, whole class feedback, personal verbal feedback and record keeping as a supportive activity, providing positive feedback to the pupil on their efforts and achievements, signalling that these are valued and that progress matters
- Designing a curriculum and assignments that are relevant, challenging and inspiring.



All pupils and staff have the right to work to their potential, free from disruption, abuse or threat. Therefore, it is the responsibility of all school staff to ensure there is a consistent approach to managing pupil behaviour and that disruptive incidents are effectively prevented and, when necessary, dealt with.

The school promotes an ethos of positive behaviour management. Staff treat pupils with respect and dignity, no matter how trying the circumstances. Whilst dealing with problems, staff should be asking themselves the question, "How would I feel if someone were dealing with me in this way?" If the answer is embarrassed, put down, uncomfortable or angry, then they need to re-evaluate their approach. The cornerstone of good discipline is sound working relationships between staff and pupils. Like anything else worthwhile, relationships have to be worked at and both parties need to exert themselves whilst striving for the goal of developing mutual respect.

Guidelines:

The emphasis is on positive action (recognition and reward) rather than negative action (punishment). Problems which occur should be dealt with constructively. Four kinds of discipline are needed to implement this positive approach:

Preventative Discipline:

- Meet and greet pupils at the start of the lesson
- The school values are discussed with the children on regular occasions
- Focus attention on good behaviour (you get more of the behaviour you notice the most) allowing pupils to "explicitly see what good behaviour looks like"
- Clear expectations about work
- Attractive classrooms and general surroundings
- Well planned seating plan, access to equipment, clear labelling, room to move
- Plenty of equipment
- Careful catering for mixed ability
- Setting aside an area outside the class
- Maintain a calm and respectful approach towards pupils

Corrective Discipline:

- What to say when a child isn't working or is disruptive- Scripted interventions
- Deliberately ignoring some behaviours
- Casual or direct questioning



- A simple warning
- Defusing potential conflict
- Re-stating School values
- Giving simple choices (do this now or we will have to talk about it at break)
- Taking a child aside from the group
- Using 'stepping outside the class'
- The use of logical consequence (the behaviour and the outcome are related)

Supportive Discipline:

- Following up a disruption later when the 'heat' has subsided
- Encouraging children whenever possible
- Re-establishing a relationship after correcting a child
- Developing a behaviour 'contract' with a child
- Developing a climate of respect
- Building a positive classroom tone
- Applying a 'team' approach

Self-Discipline:

- Pupils taking responsibility for their own actions
- Community service and other support which reinforce collective responsibility or the need for reparation or compensation
- Pupils managing peer behaviour, through responsibilities, e.g. technician, librarian, prefects and clubs
- Through 1:1 and individualised learning plan (ILP) setting own targets for improved behaviour

Consistent Practice:

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

- Consistent language; consistent response: Referring to the agreement made between staff



and learners, simple and clear expectations reflected in all conversations about behaviour.

- Consistent follow up: Ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.
- Regular inset time is given to reaffirming expectations and the behaviour policy is part of any staff members induction.

5) INTERVENTIONS & SUPPORT

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Strategies

Some of the strategies we can use to establish readiness for learning and maintain a positive climate

- Meeting and greeting
- High staff visibility at changeover times
- Giving attention to positive behaviour, not negative
- Using non-verbal strategies such as making eye contact, standing next to a pupil's desk, opening a



pupil's book, pointing to the page in the book

- Repeating instructions to get them started, asking the pupil next to them to help them get started
- Asking if they have what they need, praising the pupil's who are engaged in learning
- Using a space within the classroom to allow a pupil to have "thinking time"

Being assertive. This being able to communicate your needs in a way that is:

- Being in control
- Being clear
- Being decisive with clear conviction
- Being direct
- Being polite and fair

De-Escalation

De-escalation of inappropriate pupil behaviour by staff avoids low level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the pupil can get back on track without giving attention to the negative behaviour. It is important to remember that a disruption may not be a sign of disrespect.

If a range of strategies, such as those described above, have been implemented and have not had the required impact staff should get alongside the pupil and deliver a restorative conversation. Staff will create a script that they feel comfortable with.

At each stage, an intervention should not last more than 30 secs with the following script if that is desired:

FIRST INCIDENT: Non verbal gesture. Using non-verbal strategies such as making eye contact, standing next to a pupil's desk, opening a pupil's book, pointing to the page in the book

SECOND INCIDENT: staff should get alongside the student and deliver a "script" along the lines of.

- I have noticed that you are finding it hard getting on with your work, am I right?
- Can you explain to me what you need to do?
- Can a friend help explain the task or would you like me to do it?
- Do you have all the equipment that you need today?

THIRD INCIDENT: staff should get alongside the student and deliver a "script" along the lines of.

- This is sadly the second time I have spoken to you and you are still not ready to learn. This is such a shame as last lesson the work you produced was great !



- I need you to make the right choices and focus your attention onto the work please and your learning.
- You know that we have a rule to be responsible or ready for learning, and that means that you are going to stay in for a couple of minutes at the end of the lesson. You now have the chance to make the right choices.
- However, please be aware that if it happens again, you will have to step outside the classroom.
- I know you can do this, you are better than this and I have seen how you can work exceptionally well as you have shown in the past. Thank you for listening

This should be no more than a 30 second intervention. The shorter the intervention the less likely a member of staff is to “improvise”. Staff will then walk away and give pupil time to think and act positively. Pupil will wait behind at the end for a short conversation. If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure the rest of the group that it will be dealt with.

FOURTH INCIDENT: When pupils have been given the support and opportunities to make the right choices, but do not modify their behaviour, staff will use the agreed consequences.

- Unfortunately, you have chosen to not follow the correct path in relation to your learning.
- This is sadly now the third time I have spoken to you.
- You will need to leave the room, stand outside and I will come and speak to you in due course.

When outside with the pupil:

- The pupil is asked to speak to the teacher away from others It is unfortunate that I find myself having this conversation with you outside the classroom, why do you think that you are here?
- I am very disappointed that we are in this situation as you have worked so well in the past and I would really like to see that same person again.
- If you choose to break the rules again you leave me no choice but to ask you to leave the room and park you with SMT .
- Because you have been sent out, I am issuing you with the following Community Benefit support to be completed within a week.
- Think very carefully about your next move, I know that you can make intelligent choices
- Thank you for listening
- Pupil is given a final opportunity to reengage with the learning / follow instructions
- Record on class charts as “sent outside the class” and record community support on CPOMS

Pupils should only stand outside classrooms for three minutes should be enough.

If the pupil refuses to leave the room a member of SMT will escort the pupil to a workspace outside the teaching room.



FIFTH INCIDENT: The above stages have sadly not resulted in the change that was desired. The pupil has chosen to not comply with the school behaviour policy and they will be “parked” with a member of SMT. The member of staff will send the pupil to the front office and inform the office what has happened, this can be actioned through an email to the office. (Copy in smt)

They are reminded that owing to being sent out they will have a restorative meeting with the teacher, the conversation of this is recorded onto CPOMS. The community support received in the previous incident will now be set by a member of SMT, where appropriate. Whilst the pupils are waiting they will complete the ‘Restorative conversation sheet’, which will be used as a guide during the restorative conversation with the member of staff.

Community Benefit Supports

Certain tasks may be used as support to benefit the community that has been necessary by the detrimental behaviour. Although not exhaustive, possible tasks could include:

litter picking, leaf clearing, cleaning/sweeping any area/facility at school, writing essays or apology letters, sorting lost property/laundry, labelling kit, sharpening pencils, collecting apples, pumping up sports balls, tidying classrooms and stores, cleaning dishes/mugs, picking/clearing apples, clean desks/whiteboards, sharpen pencils.

The duration of the tasks should be no shorter than 5 minutes and no longer than 15.

Where a community benefit has been issues by a member of staff but the situation has then escalated, the community benefit support will still stand and be administered by a member of SMT.

Restorative Conversations

Where issues between staff and pupils were not resolved a restorative conversation needs to take place between the two parties. This also takes place as a result of the pupil being parked with SLT.

This could be supported by another colleague or line manager. This should take the form of a coaching conversation for the pupil. It should take place at the earliest opportunity, before the two parties are scheduled to meet again, where possible.



Staff will have a script for the restorative conversation that they feel comfortable with. They will also have the completed form, this will help guide the conversation and enable the member of staff to understanding how the pupil was feeling. An example of a script for a restorative conversation is:

1. Ask the pupil what happened and why they made the choice to behave like that.
2. Ask the pupil who they think was affected by their behaviour.
3. Ask them what they could have done differently, what would they do to avoid the same situation happening again
4. Agree strategies, goals, targets with the student for the future.
5. Ask the pupil if they have anything they want to say. An apology is only of value if it is meant. Forcing a pupil to apologise is not going to change the situation.

RECORD THIS CONVERSATION ONTO CPOMS.



6) SUPPORT PLANS (REPORT)

Issued after a pupil has received met the criteria as outlined below or where a member of SMT feels it would be a positive and beneficial supportive action for a pupil. Support plans(report) may be set by a Form Tutor (in discussion with Head of Division/Deputy Head/Pastoral Team) or a teaching member of SMT. Parents are communicated with when a pupil is placed on a support plan that is reflective of the individual's needs. A pupil would usually be on a support plan for 1 or 2 weeks and a satisfactory support card would be expected. A recommendation will be made at the end of this period and where improvements have been made the matter will be deemed as resolved. In some cases, it may be necessary to administer a Heads detention. During this support session the Head takes time to talk to the pupil and redirect their behaviour and choices. However, where an improvement in behaviour has not been achieved, parents will be invited in for a meeting and further steps will be considered. This may include internal suspension as well as others.

Behaviour Plans will be implemented after discussion with parents and feedback from all stakeholders. The plan will be shared with parents who will sign the behaviour plan agreement (see Appendix for proforma).

Where behaviour is monitored through 'classcharts' bench marks have been inserted to alert the Head of Division and Pastoral team where poor behaviour is showing a worrying trend.

5 incidents	Email from the tutor
10 incidents	HoD meeting with pupil
15 incidents	Placed onto report and parents contacted to inform them
25 incidents	Parents made aware that incidents are still happening
45 incidents	SLT/Headmistress intervention

Serious Sanctions

Issued for very serious incidents that warrant direct short-term internal suspension (previously called internal exclusion), short-term external suspension or permanent exclusion, or for repeated restorative meetings/poor report cards. Parents are communicated with for all serious sanctions. Following a serious sanction, a pupil would normally be placed on a report and targets card, but this is not always the case.



Examples:

- Illegal, dangerous or threatening behaviour
- Indecent or offensive behaviour
- Extreme physical contact and dangerous fighting
- Repeat and/or persistent offending of anything that warranted an earlier detention
- Repeat restorative meetings (once 3 reached) with subsequent unsatisfactory report card

Please refer to the School's Exclusion of Pupils Policy for more information

Behaviour of pupils outside the school gates: what the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives heads specific statutory power to regulate pupil behaviour in these circumstances 'to such an extent as is reasonable'.

The school may discipline a pupil for any misbehaviour when a pupil is:

- Taking part in any off-site school organised event or travelling to or from school
- Wearing school uniform
- In some way identifiable as a member of the school community
- Could have repercussions of the orderly running of the school
- Involves themselves in any on-line or social media bullying
- Could adversely affect the reputation of the school

7) PUPILS WITH SPECIAL EDUCATIONAL NEEDS

We recognise that for a small number of children whose behaviour is beyond the school rewards and support/sanctions system, a more personalised approach may be necessary in order to help them develop the ability to regulate their behaviour. This consideration of adjustment of sanctions is viewed with the Equal Opportunities Act 2010. The pupil may have an individual education plan which has been agreed by parents, pupil and staff. Support of outside agencies may be sort, if necessary, in particular Behaviour Support Service and an Educational Psychologist.



8) LGBTQ+

It is unacceptable to be disrespectful about someone's gender or sexual orientation amongst the other grounds which include religion, age, disability, race, membership of the Traveller Community, family status or civil status. Anti-gay name-calling is unacceptable behaviour. Any inappropriate comments or actions related to an individual's sexuality or gender will be recorded centrally and result in an immediate sanction, commensurate to the severity of the incident. Parents will be informed.

9) SEXUAL HARASSMENT & SEXUAL VIOLENCE

The School takes a very robust stance against sexual harassment and sexual violence: any incidents will be reported to the relevant authorities/agencies, recorded centrally and pupils can expect a severe sanction in line with our exclusion policy.

10) REWARDS

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

We praise and reward children for good behaviour in a variety of ways. The key ways are listed below:

- Staff congratulate and thank pupils – both verbal and non-verbal praise
- House points are awarded for excellent work, effort, attitude, behaviour and improvement using the 7Rs and are assigned through classcharts
- Positive notes to take home and positive feel-good phone calls to parents.
- Awards vary from single stars/points to Green Slips, that are worth 5 house points
- Pre-Prep are nominated by their peers for entry in the 'Golden Book'
- Pupils are awarded 'Show ups' or certificates of excellence, worth 10 house points, with Pre-Prep pupils also visiting the Headteacher for stickers
- A fortnightly/half termly celebration assembly takes place to celebrate team and individual achievements, both in school and out of school
- Prizes and cups are awarded at the end of each academic year in recognition of pupil achievements in school



EYFS

PRE-SCHOOL

- Our aim is to promote independence and positive attitudes throughout the environment. Using a clear and consistent approach, children can learn to use their initiative and have respect for each other and the environment.
- In the moment praise and positive reinforcement are paramount.
- Stickers are given out on a daily basis.
- All achievements are acknowledged remembering that the little things are often of big importance.
- Individual achievements are displayed on the 'Proud Board' for all to see and celebrate.
- Kindness Medal – recognising kind acts daily.

YEAR R

- Our aim is to promote independence and positive attitudes throughout the environment. Using a clear and consistent approach, children can learn to use their initiative and have respect for each other and the environment.
- Each child has a 'Proud Peg' to display anything that they are proud of. The Headteacher visits each week to chat, on a 1:1 basis, to each child about their achievements.
- In the moment recognition for effort – children will 'Zoom to the Moon' (see their name star move up on the wall from the Oak tree to the Moon).
- House points and Good News Cards for effort, work, good behaviour, or helpfulness.

Junior School

PRE-PREP (YEARS 1-3)

- Stars: these can be awarded for effort, work, good behaviour, or helpfulness. They are used freely to back up verbal praise and are worth one house point
- Good News Card to take home: can be awarded for effort, work, good behaviour, or helpfulness.
- Show ups: these are given for outstanding work, effort or behaviour in only exceptional cases and are worth ten house points. This is the highest award available, and the children may visit the Head for extra praise and awarded a Headteacher's sticker.
- Golden Book: Golden book certificates are awarded to pupils in Pre-Prep who have stood out in a positive way: linked to the 7Rs. These are nominated by their peers, who must justify their choices.
- A recognition chart is used in Yrs R-3 where the focus is on providing positive reinforcement



of good behaviour and building self-esteem. Children have the opportunity to take ownership for their actions, assisting them in making good judgments and if necessary, giving them the all-important opportunity to regain control and repair damage caused by unwanted behaviour.

PREP (YEARS 4-6)

- Stars: these can be awarded for effort, work, good behaviour or helpfulness. They are used fairly freely to back up verbal praise and are worth one house point
- Positive Note to take home: can be awarded for effort, work, good behaviour or helpfulness.
- Positive Phone call home: can be awarded for effort, work, good behaviour or helpfulness.
- Certificates of Excellence: these are given for outstanding work, effort or behaviour in only very special cases and are worth ten house points. This is the highest award available

SENIORS (YEARS 7-11)

- 7Rs: These can be awarded through any of the 7R's and should reflect the positive impact that the pupils were making either in the lesson or through their homework/written work. They are used fairly freely to back up verbal praise and are worth one house point.
- Positive Note to take home: can be awarded for effort, work, good behaviour or helpfulness.
- Positive Phone call home: can be awarded for effort, work, good behaviour or helpfulness.
- Certificates of Excellence: these are given for outstanding work, effort or behaviour in only very special cases and are worth ten house points. This is the highest award available

How are rewards given and house points earned?

- Stars: awarded verbally and also recorded on Classcharts. Form tutors discuss these rewards each week in tutor time. Classcharts then feeds into the weekly House points total.
- Golden Book: awarded in each Celebration assembly
- Certificates of Excellence: awarded through a certificate that is presented in class or assembly (younger pupils may also visit the Head and be awarded stickers). They are issued through Classcharts where the house points are automatically added.

House Points

- All house points awarded feed into the Inter-House competition. The rationale is to generate and celebrate a feeling of community spirit where every pupil works hard to support their house. At the end of each term the winning house receives their traditional house treat. At the end of the calendar year the pupils can select which local charity they will make a contribution towards. The pupil can decide how to distribute their points and the school will make a representative financial contribution towards that charity. The points achieved



through house competitions create a feeling of togetherness and a pride in their houses, as well as a fostering a feeling of community and giving something back to those who need.

- Certificates of Excellence: these come under three categories – and are given for outstanding achievements in very special cases and are worth ten house points. This is the highest award available.

11) APPENDIX

Behaviour Plan

PUPIL NAME:	CLASS:	YEAR GROUP:
Date of birth:		
Date plan starts:		
Date of next review:		
Challenging Behaviour	Targets	
What does it look like?	What are we working towards?	
What triggers it?	How do we get there?	
Strategies for Positive Behaviour	Early Warning Signs	
How do we maintain positive behaviour?	How do we prevent an incident?	
Phrases to use:	What to look out for?	
Rewards and motivators:	How to respond (reminders, alternative environment)	
Reactive Strategies	Support After An Incident	
How do we diffuse the situation?	How do we help the pupil reflect and learn from the incident?	
At what stage should another member of staff be informed?		



Parent Name:	Staff Name:
Parent Signature:	Staff Signature:
Date:	Date:

Rewards and Sanctions in the Boarding House

Boundary Oak Boarding House is home to the boarders from the whole of the week, and as such, some support initiatives may differ from those used during the normal school day. The standard support structure will apply for anything that would also apply to day pupils, including breaking school rules, poor behaviour in prep etc. however there may be alternative support structure utilised for unacceptable behaviour that applies specifically within the boarding environment. The boarding house also uses classcharts in order to reward and guide positive behaviour.

Wherever possible, positive reinforcement of acceptable and appropriate behaviour is used, and warnings are given instead of support meetings, so that children can take responsibility for correcting their own behaviour.

Support structure in the Boarding House may include:

- Extra jobs or duties
- Early to bed
- Loss of tech time
- No tuck
- No film
- Exclusion from an activity or outing

The resident staff will decide whether the boarder's unacceptable behaviour is a 'one off' or whether it is forming a regular pattern. Parents will be informed of regular unacceptable behaviour with information about the support meeting will be explained and what consequence will be applied. Parents and staff will decide, if appropriate, whether anything further can be done to help at home.

Discipline is rarely an issue, but if a boarder behaves in a disruptive or anti-social manner following Boarding House support meetings and a discussion with the Head of House, then disciplinary measures would be taken by the school. Inappropriate behaviour deemed to be having an undesirable effect on the Boarding House would lead to parents being called in to meet with the Head of Boarding and the Headteacher. The Boarder being sent home to be a day pupil for a period of time should not be ruled out.



Clarification on School Rules

SMOKING (TOBACCO/E-CIGARETTES) SNUS

All incidents are reported to Deputy Head/Senior Tutor or Head and parents notified at earliest opportunity. A first offence will result in a Head's Detention and may require a report written to show the damage that is being done to themselves. Pupils caught accompanying a smoker or possessing cigarettes will be given the same punishment. A second offence incurs internal exclusion. A third offence incurs a fixed term external exclusion. Continued abuse of the smoking rules can lead to the child being asked to leave the school.

ALCOHOL

All incidents are reported to Deputy Head or Head and parents notified at earliest opportunity. A first offence will result in an internal exclusion for 2 days and may require a report written to show the damage that is being done to themselves. A second offence incurs expulsion.

The rules forbid a pupil from:

- Bringing alcohol onto school premises or being in possession of alcohol or obtaining or supplying alcohol to another, or being impaired by alcohol while on school premises or in the care of the School. In addition, pupils who accompany others who are drinking will find themselves treated in the same way.
- Bringing the School into disrepute for any reason associated with alcohol, whether or not the student is in the care of the School at the time.

Detection: every complaint, report or observation in relation to alcohol will be followed up and investigated. A student may be asked to give a sample of breath by way of the breathalyser procedures set out below:

Breath Test: a student suspected of unauthorised consumption of alcohol may be asked to give a sample of his/her breath by blowing into a breathalyser. The reason for this policy is:

- To deter breaches of school discipline.
- To encourage students to be truthful when under suspicion.
- To absolve those who have been wrongly suspected.

Reason to suspect alcohol consumption may arise as a result of information or a complaint received or because of a student's behaviour or demeanour.

Hygiene: the breathalyser is activated with a new breathing tube, from a sealed package for each use.



Method of Use: only the Head of Boarding, School Nurse, Deputy Head or Head will be authorised to administer the breathalyser.

Informed Consent: the relevant consent to a breath test is that of the student rather than the parents, even if the student is under 16 years of age, provided s/he is of sufficient maturity. Parents will normally be notified only if the breath test has proved positive.

Refusal: if a student refuses to provide a sample of breath, s/he will be asked to say why s/he has refused. The School will be entitled to draw inferences from his/her response and general demeanour.

Subsequent Action – procedure: the School will treat a positive test, although not infallible, as evidence that the student has consumed alcohol. The student will be asked to give his/her explanation. Normal disciplinary action will ensue.

The following procedure will apply if the student has refused a test or denies alcohol consumption after a positive breathalyser result:

- His/her parents will be informed and a meeting will be arranged with the Head or, in his absence, the Deputy Head. The student may be accompanied by his/her parents or by a member of the school staff chosen by him/her to assist him/her.
- All relevant evidence, including a positive test result, will be put to the student and s/he will be invited to respond.
- His/her response will be heard and considered and further enquiries will be made- if necessary.
- The Head will make a finding of fact based on the evidence and supported by reasons.

DRUGS

The normal sanction for possession or involvement with drugs is expulsion. Alternative sanctions, when there are mitigating circumstances, could involve suspension and a final warning. Pupils accompanying those using or in possession of drugs risk being given the same punishment.

Any pupil found offering drugs to another pupil will be expelled and, following consultation with the Directors, the matter may be referred to the police.

In the rare event that exclusion is not permanent there may be a requirement to comply with subsequent random drugs testing at the parent's expense.

SEXUAL BEHAVIOUR

Anyone found engaging in any form of sexual intercourse, or apparent sexual intercourse or explicit sexual relations, must expect to be expelled.

These rules apply to all students irrespective of age. Under the law of the land, remember that sexual intercourse involving anyone under the age of 16 implies a criminal offence.



Pupils are asked to exercise thoughtful and appropriate discretion in all their relationships. Sexual intimacy—including undress, kissing and touching private areas—is not permitted at school. Likewise sexting is not permitted, and severe sanctions will be applied to those involved, be it in school or out of school. The school may take action including but not limited to required counselling, meetings with advisors, and discussions with parents/guardians. Repeated disregard of sexual intimacy rules may be grounds for disciplinary response including exclusion.

Definition of Consent

It is never legal to engage in any intimate contact without another's full consent. Consent is more than "no means no"—it represents an affirmative, unambiguous, and conscious decision by each party to engage in sexual activity. "Yes means yes" is a recommended guideline for consent.

It is never legal to engage in sexual contact without another's full consent. It is strongly recommended that consent be explicitly expressed and not just implied.

Any allegations of unwanted sexual contact and/or sexual contact involving underage pupils must be reported to the Deputy Head or the Head who will involve social services and, potentially, the police.

PORNOGRAPHY

There must be no materials or pictures in school of an obscene nature such as could, if distributed, lead to a criminal prosecution. The law says that anyone who distributes or publishes obscene material is committing a criminal offence. This includes sending it electronically.

Anyone who brings such material into school is committing a serious offence against school rules and will be sanctioned severely. Depending on the precise nature of the offence, the punishment is likely to be exclusion.

If a pupil not only brings the material into school but also distributes it to others the matter becomes one of breaking the criminal law and therefore still more serious. Anyone who knowingly receives obscene material will also be considered to be breaking the school rule. These rules apply to pornographic / offensive images circulated on the school network.

Bounds

Pupils leaving school bounds without permission and/or without their parents will be subject to disciplinary sanctions. Depending on how far they venture from the school boundary the sanction can range from a discussion through to exclusion.

Similarly, pupils on trips will be subject to disciplinary sanctions if they stray from the permissible area determined by the teacher/member of staff on duty.



Pupil Search Policy: [Pupil Search policy](#)

Lawful Restraint

Lawful restraint is and always has been permitted. S.550A Education Act 1996 provides:

“A member of staff of a school may use, in relation to any pupil at the school, such force as is reasonably necessary in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the pupil him/herself), or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”

If physical restraint is used (to prevent harm to self or others), parents will be informed as soon as is reasonably practicable. The incident will be recorded and held on both the child and adult's file

Corporal punishment is illegal in all circumstances.

Please refer to the appendix in our Safeguarding policy for further details and guidance on restraining pupils.

Boundary Oak Code of Conduct & Positive Behaviour Expectations – Senior School

At Boundary Oak, a Code of Conduct provides all pupils with a framework within which they can develop both academically and personally, whilst at the same time being recognised, valued and celebrated as individuals. The Boundary Oak Code of Conduct symbolises our ethos of 'being happy and successful. Our pupils thrive within our nurturing family atmosphere, while a stimulating and exciting environment allows them to grow personally and develop a love of learning.

We see it as our responsibility not only to prepare our pupils for examinations, but also to prepare them for life. Personal development is as important as academic achievement, which is why we want pupils to understand these values and apply them to their daily lives.



More specific guidance is provided in the document 'Senior School Expectations, an A-Z Guide' which brings together information from the relevant school policies.

EXPECTATIONS FOR PUPILS

BE PUNCTUAL

- Arrive at school on time
- Make class changes quietly and quickly to arrive on time for each lesson

PARTICIPATE IN ALL CLASS ACTIVITIES TO THE BEST OF ONE'S ABILITY

- Have all necessary materials on hand
- Be organised and ready to begin work
- Take part in group discussions and projects

COMPLETE ASSIGNMENTS

- Complete assignments and use class time wisely
- Assume responsibility for incomplete or missed work or that which needs re-drafting
- Complete homework each evening

BEHAVE IN A RESPECTFUL AND COURTEOUS MANNER

- Use acceptable language towards everyone
- Respect the rights and property of others
- Model the school 7R values

DISPLAY APPROPRIATE SELF-CONTROL

- In the classroom
- On the playground and other outdoor areas
- During school assemblies and other functions
- In common school areas e.g. the corridors, foyer, stairs, common rooms, dining hall, etc

FOLLOW SCHOOL BUILDING REGULATIONS

- Use the assigned entrances to enter and exit the building
- Dress appropriately for the weather and outdoor breaks
- Label and keep track of personal items (supplies, clothing)

BE AN ACTIVE MEMBER OF A COMMUNITY OF EXCELLENCE

- Celebrate others' successes, achievements, and progress.
- Provide helpful feedback and critique of work (not people)
 - Have high expectations of yourself and others.
 - Aim to master knowledge and skills, including character skills and learning



- dispositions.
- Aim to consistently produce high quality work by re-drafting frequently if necessary.

Commitment to adhere to the school code of conduct:

I have read this code of conduct and received a copy of the 'Senior School Expectations, an A-Z Guide'. I agree to adhere to this code. I understand that if my behaviour falls short of the school's expectations I can expect to be sanctioned for my poor behaviour choices.

Name: Signature: Date:.....



Senior School Expectations - an A-Z Guide. For more information please see our [Behaviour Policy.docx](#).

ACADEMIC PROGRESS is central to life at Boundary Oak. It is therefore vital that pupils attend all timetabled and extracurricular lessons and activities punctually, bringing all necessary materials and completing all tasks to the best of their ability. Pupils should always be looking to raise the level of their performance and understanding by seeking to do more than the minimum to 'get by'. Their behaviour must not disrupt the learning of others.

ALCOHOL is not permitted for pupils at any time. Further details can be found in the Drugs Policy available on request. The rules forbid a pupil from bringing alcohol onto school premises or being in possession of alcohol or obtaining or supplying alcohol to another or being impaired by alcohol while on school premises or in the care of the School. In addition, there will be a sanction for bringing the School into disrepute for any reason associated with alcohol, whether or not the pupil is in the care of the School at the time.

ABSENCE from lessons must be authorised by tutors or a senior member of staff if the pupil is not recorded as out of school.

'BANTER' can become an excuse for inappropriate behaviour that is neither respectful or indicative of high standards of personal integrity; to this effect 'banter' and associated behaviours have no place at Boundary Oak.

BOARDING HOUSES are out of bounds during the school day. Day pupils may not enter the boarding houses without the express permission of the Head of Boarding.

BELONGINGS used in school must be stored in lockers which are closed and locked, making sure that valuable items are secured.

BUSINESSES OR TRADING: The school does not knowingly permit pupils trading in an unsupervised manner on site. Pupils are prohibited from running a business from school without the involvement of a teacher, e.g. young enterprise. This includes pupils having parcels delivered to the site of which all or part of the contents are sold on.

BULLYING is seen as an offence, please see the school Anti Bullying Policy which is available on request by email or via our school website.

CHEWING GUM is not permitted at Boundary Oak.



CO-CURRICULAR & SPORTING ACTIVITIES are an integral part of school life. Pupils are expected to abide by the laws, rules and spirit of the 'game', accept both victory and defeat graciously and make every effort, consistent with fair play and the laws of the game, to help their own team win.

DINING HALL - food must not be taken away from the dining room unless permission given.

DRESS (AND HAIR) - During the school day pupils in Years 7–11 must wear school uniform, which follows the school uniform policy. It must be clean and of the correct size. Hair may be worn down other than for sport and science.

DRUGS (illegal, or so called 'legal highs' or CBD products) are not allowed (see Drugs Policy). The normal sanction for possession or involvement with drugs is expulsion.

'Prescription and over the counter medication' including homeopathic remedies must be handed in to the boarding team or the school office/nurse with a completed medication form, unless it is emergency medication and has been approved by the School Nurse.

ENVIRONMENT - When around the school please bear these things in mind to help your peers and the environment.

- Switch off lights in rooms when you leave them so that they are not left on all day
- Switch off electrical items when not in use
- Avoid leaving windows open
- Leave bathrooms and toilets clean and tidy
- Take care to avoid damaging school property. In the event of damage inform a member of staff.

EXTREMISM in any form is not tolerated. Pupils are actively encouraged to challenge extremist views and in turn promote the school's ethos and values alongside the Shared British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

FALSE IDENTIFICATION is illegal; pupils must not be in possession of any such documents or cards.

FIGHTING Inappropriate contact or fraternisation is not permitted.

FOOD Pupils may bring in snacks from home but these must be nut-free

FOOTBALL and ball games should be played in designated areas.

GAMBLING is not allowed. Pupils are forbidden to take or place bets (including telephone or internet gambling).



INTERNET - Pupils must follow the acceptable ICT user policy when accessing the internet. Pupils must also follow the guidance in the anti-bullying policy on cyber bullying.

LANGUAGE should always be appropriate. English is to be spoken in all communal areas in the company of other pupils and staff. Swearing and blasphemy are not tolerated at Boundary Oak.

LITTER is unsightly and potentially dangerous. Please be considerate and put all your litter and rubbish into a bin.

MOBILE PHONES including portable electronic devices (e.g. iPods) may not be used during the school day. Laptops can be used when express permission to do so has been given by a member of staff during lesson time.

MUSIC DEPARTMENT rehearsal rooms and art room may be used by arrangement with the music or art departments during the school day.

OFFSITE - Pupils are only permitted offsite during the school day if accompanied by a member of staff, parent or guardian. All pupils must sign in and out at reception if off site during the school day.

OFFENSIVE WEAPONS - pupils are not allowed to bring such weapons (imitation or otherwise) or similar dangerous articles to school or to keep them in boarding houses. Use of any item to threaten or cause harm is a serious offence. For further details please see the behaviour and discipline policy available on the school website.

PORNOGRAPHY, in any form, is not permitted.

POSSESSIONS left lying around are taken to lost property in the School Office.

PHYSICAL INTIMACY - Anyone found engaging in any form of sexual intercourse, or apparent sexual intercourse or explicit sexual relations, must expect to be expelled. Likewise sexting is not permitted, and severe sanctions will be applied to those involved, be it in school or out of school,

PRIVATE STUDY LESSONS – Unless told otherwise pupils in Years 10–11 must spend private study lessons working in the Formal Library.

RELATIONSHIPS – Positive and supportive relationships lie at the heart of life at Boundary Oak and every member of our School community has a responsibility to ensure that their dealings with others are amicable and appropriate. This means that they should be considerate of others, respect their rights and opinions and maintain a high standard of conduct at all times. Public displays of overt affection or intimacy, particularly those which might make members of the community feel uncomfortable, are unacceptable.



SCHOOL GROUNDS – pupils must remain within the boundaries of the school grounds (see behaviour policy for a map)

SMOKING and the possession of tobacco, electronic cigarettes or any vaping paraphernalia by pupils in the care of the school are not permitted, and this includes traveling to and from school.

TEXT BOOKS and library books should be returned in good condition. Any books not returned will be charged for.

WATER BOTTLES – All pupils are encouraged to remain hydrated, however, they may only contain water, unless permission is given for medical reasons.

