



ALDENHAM SCHOOL

BEHAVIOUR POLICY

**Revised August 2020
Deputy Head Pastoral**

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Introduction

Aldenham School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aldenham promotes a culture of mutual respect where everyone is treated as an individual which allows each person to thrive and develop a sense of self-worth. As an individual, everyone is part of a larger group: a year group in a house, the house itself, a class, a team and the school community. All Aldenhamians should think of others at least as much as they do of themselves, giving as well as receiving, including all, trusting others, being tolerant of those who have different views and habits, respecting all around as individuals and caring about them, and always being prepared to help when needed. With these aims in mind, this policy guides staff to teach self-regulation not blind compliance by adopting a partnership approach to managing poor conduct; by providing good adult and peer role models who show respectful, considerate, courteous and cooperative behaviour with bearing and appearance that reflects creditably on the school.

It is recognised that an individualised, graduated responses may be appropriate when the behaviour might be a result of educational, mental health, other needs or vulnerabilities, while also recognising that clear consistent boundaries within a culture of respect support the development of resilience, self-management and promote good mental health.

This policy applies to all pupils when they are on the School premises, or in the care of the School, or wearing School uniform, or are otherwise representing or associated with the School in any way; on journeys to and from School, on School trips or during School-related activities at any time; during online activities associated with the School; it includes conduct that may occur away from School that affects the welfare of a member or members of the School community or which brings the school into disrepute.

References and Policy links

This policy is based on the guidance contained in the following key documents:

- Human Rights Act 1998
- Teachers' Standards, DfE, updated 2013
- ISI Handbook for the Inspection of Schools, The Regulatory Requirements September 2018, <http://www.isi.org.uk>
- Behaviour and Discipline in Schools: Advice for headteachers and school Staff, DfE, January 2016
- The Education Act 2002, Part 10 and The Education (Independent School Standards) Regulations 2014 ('ISS Regulations')
- Mental health and behaviour in schools, DfE, November 2018.

This policy draws together guidance in a number of other areas formally covered by separate policy documents. It provides a central reference and the key document for update and review. Excerpts from this policy will be used to provide guidance for specific areas e.g. Acceptable Use of ICT and Mobile Phones Policy.

This policy links to the following other key School policies and should be read with due consideration of their contents:

- Anti Bullying Policy
- Absence and Attendance Policy

- Curriculum Policy
- Equal opportunities for Pupils Policy
- Life Matters Policy
- Missing Pupil Policy
- Pastoral Care Policy
- Restraining Pupils and Use of Reasonable Force Policy
- Safeguarding Policy
- Search Policy
- Smoking, Alcohol and Misuse of Drugs Policy
- Special Educational Needs and Disability Policy
- Supervision Policy

Aims and Objectives

- To have high expectations of the pupils with regards to behaviour and to ensure that all pupils work to the best of their ability.
- To foster good relationships between staff and pupils by establishing and maintaining an atmosphere of mutual respect.
- To maintain a community which is tolerant and teaches service to others.
- To establish a clearly defined hierarchy of responses to inappropriate behaviour.
- To comply with the School's legal duties under the Equality Act 2010, in respect of Safeguarding and in respect of pupils with Special Education Needs and Disabilities (SEND).

Attributes

Pupils at Aldenham should be valued and respected, educated in a secure and caring environment, and have their abilities and talents nurtured and developed to enable them to exceed their own expectations of their potential.

The creation of a positive ethos is essential to achieving this. A positive ethos is one in which:

- The pupils' confidence and self-esteem are promoted
- They are encouraged to value one another
- They show a strong sense of belonging to the school as a community.

Where the ethos is right, pupils take a pride in their achievements and recognise the importance of high standards in their work and in their behaviour.

We want them to:

- Experience the wide variety of educational opportunities on offer at Aldenham
- Be encouraged and supported to achieve high standards
- Have a daily experience of praise, reward and celebration.

And at the same time, we want them to learn about their own responsibilities. They will be expected to live and work in accordance with the Aldenham core values.

Aldenham encourages all staff to promote collectively an atmosphere of care and respect within the formal and informal life of the school community in which both the pupils and the staff feel secure, welcome and valued.

The Aldenham Attributes describe our vision for the personal development of our pupils. We believe they encompass the characteristics that provide the framework for a successful experience at the

School and equip them to meet the challenges of life when they leave us. The Attributes support the school's inclusive vision that acknowledges every child is unique. At Aldenham, we aim to embrace the Aldenham Attributes as a strong foundation for a positive learning community, one that celebrates the strengths of every individual and values strong inter-personal relationships with peers and colleagues and the wider community beyond Aldenham.

The Attributes link directly to the core values which underpin the School's approach to behaviour:

RESPECT

- We will hold fast to our self-respect and respect for others, both within our community and in the world at large;
- We will treat people as we would want to be treated, listening to each other and creating a calm working environment; and,
- We will respect our School environment and cherish our part in the Aldenham School community.

COURAGE

- We will be truthful and honest, knowing the difference between right and wrong and have the courage to act upon it;
- We will be honest to parents about what is happening at School; and,
- We will work with determination and perseverance in all our learning to exceed our expectations of ourselves.

CO-OPERATION

- We will share things with others and put others before ourselves;
- We will have a positive attitude towards others, making sure everyone feels welcome, included and safe; and,
- We will support our teachers in creating the best possible circumstances for learning

INDEPENDENCE

- I will self-regulate my own behaviour, engaging in learning with interest and enabling others to do so;
- I will be careful when loyalty to a friend might compromise honesty; and,
- I will develop independence and resilience, in my academic studies, in my relationships and for my future life.

CURIOSITY

- We will engage with the moral issues and responsibilities that surround us at school, in our different nations and in the world at large;
- We will be curious about and tolerant of other viewpoints, seeking to understand and celebrate diversity; and,
- We will be curious in learning new skills and embracing new knowledge.

ASPIRATION

- We set the highest standards for ourselves in our personal conduct;
- Wherever we are, we will aspire to be the best possible ambassadors for ourselves and Aldenham School; and,
- We will ensure everyone can work in surroundings which are calm, orderly and safe.

Behaviour and Mental Health

Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. Aldenham School takes this responsibility very seriously and works hard to promote good mental wellbeing for all pupils.

Our approach to behaviour is part of our whole school approach to mental health and wellbeing. Aldenham School aims to be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. Further details of the School's approach to mental health are detailed within the School's Pastoral Care Policy.

Appendix B of this policy contains detailed advice from Mental Health First Aid in promoting resilience and self-management.

Implementation

This positive conduct and self-regulation of behaviour policy implemented in the following ways:

- School Ethos
- Curriculum
- School systems – rewards
- School systems – sanctions
- Support systems for individual pupils
- Support systems for staff
- Support systems for parents
- Monitoring and Review

School Ethos

Aldenham has an ethos based on core values promoted through the Attributes and a commitment to:

- Develop young adults, who have the self- knowledge, skills and resilience to live healthily and safely, enjoying their learning, making positive contributions to the school and the community.
- A positive atmosphere based on a sense of community within the school and values which all of its members share a sense of collective responsibility among staff, and a commitment to the school by the pupils and their parents
- Effective, well-prepared teaching, where expectations of the pupils are appropriately high, work is differentiated according to pupils' needs, all pupils are challenged and supported as necessary, and appropriate work is marked in line with School and department policies and follows AFL principles.
- A stimulating and suitably differentiated curriculum, which takes account of the needs and interests of the pupils and allows every pupil to make progress and experience a measure of success
- Ensuring pupils' progress with effective monitoring, intervention and communication processes
- Effective programmes which promote among pupils a sense of self-esteem and self-respect, respect for others, self-discipline and responsibility
- Consistency in practice; in expectations, language, response, follow up, positive reinforcement, consequences, respect, models of emotional control, routines for behaviour and environment.

These commitments are held central in decision making at all levels, in the design of the curriculum and the structure of pastoral care. They are addressed daily throughout school life, including assemblies and modelling from adults and senior pupils within the school community.

Staff	Pupils	Parents
To lead by example; to treat pupils with respect and kindness at all times. To set the tone by their dress and demeanour around school	To respect, support and care for each other and their teachers; listening to others and respecting their opinions	To be aware of and support Aldenham's values and expectations.
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and fully equipped to learn and take part in school activities; to do their best in all they do.	To ensure that pupils come to school regularly and on time; encouraging their child to bring the right equipment and wear full school uniform
To be consistent in language, response, follow up and consequences, being fair and equitable to all pupils and following the routines and protocols set out in this and other appropriate policies.	To participate actively in lessons and activities, in assemblies and tutor time.	To communicate openly with school staff and engage in developing a partnership approach to their child's education and personal development; keeping the Tutor/HSM aware of any circumstances which may affect their child's learning and behaviour.
To have high expectations of the pupils; to praise readily and to admonish privately (where possible/practicable)	To take responsibility for their own conduct and for self-regulating their own behaviour	To keep pupils at home when they are ill and to provide the school with a written (or email) explanation of the reasons for any absence.
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching).	To take an active and supportive interest in their child's work and progress
To respond promptly and professionally to any communication about pupils from colleagues or from home.	To be accepting of others, irrespective of race, gender, religion, abilities, sexual orientation, age and background. To be intolerant or intolerance	To ensure that at all times the school has accurate contact details for both parents
To lead by example; being punctual for lessons, duties and activities. By being prepared for lessons and setting the tone for a positive learning environment.	To sort out disagreements without resorting to physical/verbal aggression	To encourage resilience and robust mental health through use of the 7 Cs (See Appendix B)

To encourage resilience and robust mental health through use of the 7 Cs (see appendix B)	To access help and support where needed.	To supporting the school in delivery of consistent follow up and sanctions; understanding that children make mistakes and benefit when adults are united in their response.
To ensure all rewards and sanctions are accurately logged onto the school MIS	To respect property and not damage, take, or misuse the property of others or the school	To maintain regular contact with the school through attendance at parent consultation evenings and through letters, reports, the Planner and telephone calls as appropriate
For more detail of expectations in specific staff roles, please see section F Support systems for staff	To accept positions of responsibility and carry out their responsibilities well.	

Curriculum

At Aldenham, we teach pupils to understand our core values, explicitly through Life Matters (PSHE), in Tutor sessions and assembly, but also in other subjects.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives which are understood by the pupils and are differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

 <h2 style="margin: 0;">Lesson Expectations</h2> <p style="margin: 10px 0;">Bring the correct equipment</p> <p style="margin: 10px 0;">Arrive on time & be ready to learn</p> <p style="margin: 10px 0;">Meet deadlines</p> <p style="margin: 10px 0;">Follow the teacher's instructions</p> <p style="margin: 10px 0;">Be respectful of the learning environment</p>	 <h2 style="margin: 0;">Gold Criteria</h2> <p style="margin: 10px 0;">Any action in the classroom which goes "above and beyond". (e.g. helping another pupil) – Cooperation/Respect</p> <p style="margin: 10px 0;">Best effort <u>or</u> achievement in preps, tests or assessments – Aspiration</p> <p style="margin: 10px 0;">Work that shows significant progress or creativity (e.g. above current target) – Aspiration/Courage/Curiosity</p> <p style="margin: 10px 0;">Representing the School in a positive way (e.g. extracurricular competition) - Cooperation/Courage/Independence</p> <p style="margin: 10px 0;">Anything else at the teacher's discretion.</p>
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School Systems – Rewards

The same considerate and inclusive behaviour is expected of all members of the school community, staff and pupils alike. At all levels we seek to affirm what is good and model what we expect with everything we do designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. We recognise and reward pupils 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.' Staff are encouraged to 'catch pupils doing things right.' Verbal and written "descriptive praise" are regularly given for good work and behaviour.

Aims of the Reward system

- To reinforce good behaviour
- To acknowledge formally all contributions which go 'above and beyond' high standards of behaviour
- To allow pupils to use their good conduct to contribute to the success of their House as a community
- To acknowledge formally outstanding contributions to the life of the school
- To acknowledge formally outstanding work that goes significantly beyond what might be expected of a pupil
- To allow outstanding work and contributions to be recognised by tutors, heads of year HSMS and members of the SMT
- To allow effective tracking of a pupil's efforts, academic achievements and co-curricular contributions
- To form part of the 'big picture' of a pupil's conduct throughout their time in the school.
- To promote a greater sense of self-esteem and pride in one's own achievements

The following rewards are used within the school community:

- Praise** It is important not to underestimate the importance of simple recognition of pupils 'getting it right'. Teachers are encouraged to give their public attention to pupils showing good conduct. For example to 'meet and greet' at the classroom door with a warm smile and a little reminder or the positive relationship and perhaps a comment about something that went well last lesson. The use of praise in develops a positive atmosphere in the classroom and is the key to developing positive relationships, including with pupils who are hardest to reach.
Weekly assemblies are used to publically praise pupils who have made a significant contribution, for example, to their sports team or as a member of a student committee.
- Golds** The basic unit of Reward is called a Gold. Golds are awarded for effort, achievement or citizenship. Good work and/or effort should be awarded a GOLD. This is done by advising the pupil or marking on their work before entering the Gold onto the school MIS. With any token system it is easy to overlook behaviour that is always good and to reward pupils who are behaving better. It is important to take care not to undermine the system in the eyes of the pupils so it is likely that some Golds will be awarded in most lessons. When a pupil achieves 20 Golds, or further multiples of 10, a letter of congratulation will be sent to parents from their tutor, HSM, Deputy Head Pastoral (DHP) or Head of Senior School progressively. Golds are automatically tallied and totals flagged up to the tutor and HSM. Golds contribute towards the House Shield.
- Postcards** These are awarded for conduct, effort of work at is 'over and above' the normal high standards expected. These are physical cards which are written on by the teacher and handed to the pupil to take home. The issuing of a postcard is also recorded on the school MIS. Perhaps one pupil in a class may receive a postcard in a week with none awarded in other weeks. Some departments send home one postcard per class at the end of each half term to the parents of the pupil who has made the most consistent effort in their work and conduct.
- Letters of commendation** Some departments have the policy of naming and rewarding a "pupil of the month" and departments are encouraged to send home letters of commendation to pupils who make good progress, show consistent promise or make a special effort. The issuing of a letter is recorded on the MIS
- Deputy Head commendations and awards** These are awarded to pupils for excellence in academic effort or achievement over a grading/reporting period or excellent academic performance in formal internal exams.
- Headmaster's Commendations** These are awarded to pupils for work or conduct that is judged to be truly excellent by any standard. If a member of staff thinks that a pupil has been particularly worthy of praise for producing exceptionally good work, making an outstanding effort or an extra special contribution to the school in any other way, they can ask for

	a letter of commendation to be sent home from the Headmaster. A copy of the work is uploaded onto the MIS
Effort cups	Presented to pupils & Houses with the best scores. Book tokens may also be given to pupils as effort prizes and to the pupil who achieves the highest number of Golds in a term.
Visitation Day prizes	Awarded for effort and attainment

School Systems – Sanctions

Key principles of the sanctions system:

- It should be the behaviour rather than the pupil that is sanctioned;
- The pupil must understand why any sanction is being applied – time must be given to explain the reasons for the sanction;
- The sanction must be proportionate to the offence;
- There will be no instances of corporal punishment at Aldenham;
- The sanction must be consistent with other sanctions applied to other pupils by other staff and over time. Any bespoke elements (sometimes necessary) are explained in explanatory notes in the record. The School MIS contains a record of all sanctions and is referred to by the HSMs and the DHP in ensuring consistency
- Extenuating circumstances may be taken into account in ensuring consistency but also equitability in the school’s decision-making process. These could be related to pupils’ individual needs (e.g. SEND), family circumstances or other reasons. HSMs are often influential in making such decisions as they have an overall view of their pupil’s personal circumstances.
- It must be made clear what changes in behaviour are required to avoid future sanctions;
- Group sanctions should be avoided – they are unjust and breed resentment;
- The sanctions log is available to all those with senior pastoral responsibilities and the governing body, so that:
 - trends can be identified and understood
 - a complete picture of a pupil’s difficulties can be built up and strategies developed to help him/her.
- While every attempt is made to ensure that the school sanctions are applied consistently and fairly there may be extenuating circumstances that influence the school’s decision making process. These could be related to pupils’ individual needs (e.g. SEND), family circumstances, mental health concerns or other reasons.

Responsibility:

Pupils are held responsible for their behaviour.

In order to build and maintain strong respectful learning relationships, staff will deal with behaviour without delegating. Only more serious misdemeanours are referred to Senior Management Team (SMT) or DHP on the basis of “Where to next?” for a subsequent or more serious offence.

Classroom Discipline - All staff are responsible for behaviour in their own classrooms and of the pupils generally around the School. Staff should not turn a blind ‘eye’ particularly on matters of dress or gum.

Tutor – Responsible for day to day issues of punctuality and appearance and for keeping a record of incidents to provide a whole picture. It is desirable if the tutor’s relationship is biased towards pastoral and academic care and less in the direction of discipline and sanctions.

Head of Department – HoDs are responsible for ensuring the work in their subject is suitable for all pupils. They are the first line of help for classroom problems and will contact parents as necessary. Pupils who need to be removed from a class as a last resort will work in the HoD’s classroom in the first instance. HoDs support class teachers in requesting sanctions and reporting to parents.

Housemaster/Housemistress – HSMs are responsible for more serious breaches of discipline and dress code, including Sixth Formers. They will contact parents as necessary.

The DHP is responsible for more serious breaches of discipline such as drugs, drunkenness, bullying, persistent inappropriate behaviour or persistent low level disruption to the learning of others across a range of subject areas.

Head of Senior School and the Headmaster are responsible for most serious behaviour, likely to result in final warnings and exclusion, whether long term, temporary or permanent.

Aims of Sanctions

The aim of the Sanctions system is twofold. Firstly to place emphasis on the school’s academic and behavioural expectations and secondly to ensure early communication with parents if such standards are not met. It also provides pupils with clear guidelines and encourages them to take ownership of their personal and academic progress. The following sanctions are used within the School community:

Warnings	Teachers are encouraged to have clear classroom routines and consistent boundaries. A pupil will be warned about their behaviour by restating the expectation in the first instance to give the pupil the opportunity to make a better behaviour choice. Staff should refer to the ‘Procedures and support systems for staff’ section for more details.
Blues	This is a mark given for poor work, or for low level disruption. This is done by advising the pupil or marking it on their work before entering the Blue onto the school MIS. Blues are automatically tallied and totals flagged up to the tutor and HSM. Blues remove points from the House Shield. Houses and departments have their own sanction systems for Blues. For example, in Martineau’s, four blues in a week normally means a Martineau’s detention. Blues can be used in conjunction with a classroom sanction. E.g. tidying up or staying behind for a few minutes if lesson backs up to break or lunchtime (pupils should not be held back at the end of the day if they are in danger of missing their coach). Request to return at break or lunchtime for a chat and five minute ‘stop and go’.
Chewing gum fines	Chewing gum is prohibited in school and its use carries a £2 fine, which is donated to the charity nominated by the Charity Committee. Non-payment of the fine leads to a Friday School detention, which will involve removing chewing gum from desks, but does not remove the fine.
Uniform points	Incorrect uniform (for further details see the section on uniform) will lead to a pupil being issued with a uniform point. HSMs monitor

uniform points and communicate issues to parents so they can be rectified. Around three uniform points at their discretion HSMs will request a uniform letter to be sent home. A School detention will then be issued if the problem is not rectified.

Departmental Sanction	<p>The encouragement of appropriate behaviour and the sanctions awarded for minor misdemeanours should be agreed at departmental level but in accordance with school rules and policy. What is appropriate in one department may not be in another. This sanction level is flexible in this regard.</p> <p>This is the first level of sanction which always generates an official letter home to parents. In the first instance the sanction may be a 'Letter of Concern' which details the academic or behavioural issues. Some staff may set Essays or Reflective writing to be completed for the following day. In other cases a 'Departmental Detention' will be issued which will run for up to 30 minutes during a lunchtime. These are administered by the relevant Head of Department. This level of sanction is also used by Houses. For example, Martineau's detention, litter picking, community service, gating to House at break or lunchtime etc.</p>
School Detention (Friday)	<p>These are held on Friday after School. Parents are given at least 24 hours notice in writing of the detention. The DHP attends these detentions and restorative conversations are an important part of the process.</p>
School Detention (Saturday)	<p>This is a serious sanction and is automatically issued for certain misdemeanours such as truanting a lesson or PVS period. Saturday detentions are run on Saturday morning by the SMT and are (single) 90 minutes or 180 minutes (double) in length. There is always an opportunity for dialogue about the reasons for the detention and reflection about making better choices. Saturday detentions take precedence over all sport fixtures. Issue of a second Saturday detention starts to jeopardise the pupil's place in the school.</p>
Temporary exclusion	<p>Imposed by the DHP for serious offences. There are two levels: an internal suspension involving being withdrawn from lessons and a higher sanction of external suspension (being sent home). The Head of Senior School is always consulted before an external suspension is issued.</p>
Permanent exclusion	<p>Only imposed by the Headmaster for the most serious offences, as referred to in the table below. In such cases the School has a very clear process for this level of sanction. After suitable investigations have taken place, a meeting will be led by the Headmaster, with the pupil and parents in attendance, which can lead to a balanced evidence based decision. If the decision is to permanently exclude a pupil from the School, the unprejudiced right of appeal to the governors will still exist.</p>

Incidents of bullying and other forms of peer on peer abuse may require the involvement of the police and/or external safeguarding agencies.

It is expected that parents will support the school in upholding sanctions and will make appropriate arrangements for transport if their son/daughter is in an after school detention. It is not the school's responsibility to arrange transport in these cases or to re-arrange such detentions to take place during the school day.

Academic Intervention

The Deputy Head (Academic) analyses the assessments of effort and attainment provided during formal grading and reporting periods. He then provides contextual information to staff on the attainment and progress of pupils compared to baseline data, and formal targets where applicable. In cases where underperformance is marked or shows patterns of underachievement (e.g. across a number of subjects) the Deputy Head (Academic) will discuss with the House whether the use of remedial systems are required. In all such cases, the concerned will be communicated to parents/guardians.

The HSM will then liaise with the pupil's tutor. The tutor will meet with the pupil and agree specific strategies with the pupil, which are then centrally recorded. A common support strategy is the use of a SATIS card:

Satis This is a short term report card which must be completed by the pupil's teachers to comment on their progress and behaviour during each lesson. The form is also seen by the House Tutor or HSM and the parents of the pupil every day. The Satis Card is used to monitor performance and behaviour during lessons and activities. It encourages pupils to focus on their achievements and provides an opportunity for positive feedback. Satis cards are used for periods of two weeks.

Deputy Head's Satis This report card is used when pupils have accumulated a number of sanctions for low level disruptive behaviour and/or very poor effort or attitude in the classroom and they do not appear to be taking responsibility for their improvement in these areas. A period on this card will usually end with a parental meeting to consider all factors and discuss the way forward.

Examples of behavioural incidents and appropriate levels of consequence:

Level	Behaviour	Sanction
1	Disrupting the learning of others Talking/ Out of seat Lack of equipment in lessons Lack of effort/Poor attitude to learning Minor uniform breach	Verbal warning
2	Late to lesson without good reason No prep without good reason No PE kit Poor prep without good reason Repetition of level 1 behaviour after warning	Blue Classroom sanction
2	Breach of uniform rules (jewellery, hoodies, trainers, headphones, wrong kit etc.)	Uniform point
2	Chewing gum	Chewing gum fine

3	<p>Repetition of level 2 behaviour</p> <p>Littering</p> <p>Lateness (> 5 mins)</p> <p>Breach of mobile phone policy</p> <p>Failing department equipment check</p> <p>Failure to meet department or House expectations</p>	<p>Department sanction</p> <p>House sanction</p>
4	<p>Rudeness to staff</p> <p>Refusal to follow instructions</p> <p>Inappropriate language or swearing in conversation</p> <p>Being out of bounds</p> <p>Significant breach of uniform policy (jewellery, hoodies, trainers, headphones)</p> <p>Persistent failure to meet School expectations</p> <p>Non-payment of chewing gum fine</p> <p>Inappropriate or hurtful behaviour</p> <p>Truancy at an activity session or a supervised private study session</p> <p>Failure to complete a department or House sanction</p> <p>Other inappropriate behaviour</p>	<p>School detention</p> <p>1 hour</p> <p>Friday evening</p>
5	<p>Truancy – or an academic lesson within School grounds</p> <p>Failure to attend Friday detention</p> <p>Misbehaviour in Friday detention</p> <p>Swearing across a room/at another student</p> <p>Walking away from a member of staff</p> <p>Deliberate defiance</p> <p>Over 18 smoking/vaping outside on school site (first offence)</p>	<p>School detention</p> <p>1.5 hours</p> <p>Saturday morning</p>
6	<p>Repetition of level 4 offence</p> <p>Dishonesty/lying to staff</p> <p>Fighting or aggressive behaviour</p> <p>Bullying incident</p> <p>Being in the vicinity of smokers</p> <p>Two Friday detentions in one half-term</p> <p>Leaving school without signing out</p> <p>Other inappropriate behaviour</p>	<p>School detention</p> <p>3 hours</p> <p>Saturday morning</p>
7	<p>Gross disobedience</p> <p>Swearing at or about a member of staff</p> <p>Smoking, possession of cigarettes/lighters/alcohol</p> <p>Serious inappropriate use of any electronic device</p> <p>Theft, graffiti, vandalism</p> <p>Repeated low level disruption to the learning of others (see below)</p> <p>Other inappropriate behaviour</p>	<p>Internal suspension</p>
7a	<p>Leaving site during the day in a car as driver or passenger</p> <p>Smoking, possession of cigarettes/lighters/alcohol</p>	<p>External suspension</p> <p>1 day</p>
8	<p>Assault or violent behaviour</p> <p>Continuation of bullying</p> <p>Racist or homophobic abuse</p> <p>Sexual harassment</p>	<p>External suspension</p> <p>2 days</p>

9	Repetition of level 6 or more serious offences Assault or violent behaviour Continuation of bullying Racist or homophobic abuse Inappropriate sexual conduct Theft Assault Repeated use of tobacco related products.(see section on smoking) Abuse of alcohol or drugs.(see sections on alcohol and drugs) Possession of offensive weapons (see section on offensive weapons) or other prohibited items (see section on prohibited items) Actions which endanger the safety of others Bringing the school name into disrepute Vandalism or wilful damage to school property Persistent low level disruption to the learning of others (see below)	External suspension More than two days
9a	Any level 9 offence Supply or distribution of drugs, legal highs or other related substances. Use of offensive weapons	Permanent exclusion

Support systems for individual pupils

Information for pupils receiving sanctions

If pupils are unsure why a sanction or reprimand has been issued they should politely ask why. If a pupil feels they have been treated unfairly, they should say so politely to the teacher or to the House Tutor or HSM. They will help to resolve the situation so there is clarity as to why the sanction has been imposed.

If concern remains the pupil must say so or ask their parents to contact school. There is a clear procedure for dealing with any complaints or concerns pupils may have. Please see Appendix A - Complaints Procedure for Pupils.

Moving forward

In general, our approach will be to encourage students to regard the experience of being in trouble as an opportunity to learn. Once the punishment has been served the School's aim will be to put the incident behind the student and to identify a positive way forward, monitoring and giving support if necessary.

Students are likely to behave and learn better if they feel responsible for their own learning and their capacity to succeed. Target setting with the aid of the Tutor, through the Progress review and Target setting process, for instance, is an important aspect of the help made available to all students.

Pastoral dimension

Usually when a pupil misbehaves there are other underlying factors to explore and try to understand. Therefore, our response needs always to be pastoral as well as disciplinary. However, punishment takes place to educate both the person who has acted wrongly and the rest of the community. Therefore, understanding of the individual has to be combined with an awareness that the community as a whole needs to understand what happens when breaches of the rules take place.

If a pupil is in trouble regularly the HSM or DHP will initiate some kind of review or investigation. This might simply take the form of informal conversations with the pupil and those who know her/him, or it might involve a more formal case conference involving everyone involved, sometimes with parents and sometimes without. A behaviour contract could be used. These are agreements between the pupil and the school, always involving the parents. They are fixed term contracts and allow pupils to focus on getting their behaviour correct. They are reviewed regularly.

Pupil contracts

To support a pupil found guilty of serious misconduct, the pupil may be encouraged to sign a Pupil Contract setting out the required improvements in his behaviour and/or work. Breach of such a contract normally results in permanent exclusion. As part of this support he will also be encouraged to see the School Counsellor.

Special Educational Needs and Behavioural Problems

In managing behaviour difficulties of individual students, the School takes the Code of Practice for Children with SEN into account and will strive to ensure that failure to identify and meet the special learning needs of some students is not the cause of bad behaviour.

Students identified as having special educational needs with regard to behaviour should be given support, where appropriate, to have internal interventions put in place or to be provided with support in accessing help from external agencies (educational psychologist, etc.).

Internal interventions are classified into three key groups, as follows:

- Interventions to directly target behaviour, such as behaviour repair programmes which get students to look at how they have behaved and what other choices they could have made. School detentions are used as part of this process.
- Interventions to tackle practical causes of poor behaviour. Most commonly these are academic interventions, which aim to support students to catch up so that they may re-engage with their learning.
- Interventions which seek out deeper causes, such as counselling. Meeting parents and carers to discuss behaviour can sometimes also fall under this heading if any problems at home are revealed and discussed.

Support systems for staff

Good classroom discipline is the mark of a good teacher: it provides security for teacher and students alike. Every member of staff should feel that they are part of a team which is organised in such a way as to provide support and encouragement at times when teacher/student relationships break down. In order for this support to be given, it is essential that staff behave consistently towards pupils, treat pupils with respect, build positive relationships and always deal with disruptive behaviour, etc. when it occurs.

The skills needed to establish and maintain good classroom discipline come more naturally to some staff than others. For all staff they are developed and refined over time, through a career but also through time in post, with reputation and development of pupil trust being important factors. All teachers have a right to expect full support from other colleagues in developing these skills as well as in times of crisis and stress.

Engagement with learning is always the primary aim. For the vast majority of pupils 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 pupil 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 pupils must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.*

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Headmistress will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

In accordance with the DfE's KCSIE guidance, the School will consider a malicious allegation to be one where on the balance of probabilities, there has been a deliberate act to deceive and the allegation is entirely false.

Principles for creating a positive learning environment

- Consistent language; consistent response: Referring to the simple and clear classroom expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, department 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
- 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.
- Consistently reinforced routines for behaviour around the site: In classrooms, around the site, at reception.

Procedure for managing pupils' problems or concerns

Good behaviour often is a by-product of good relationships between staff and pupils. Staff should be open to pupils who may wish to discuss their problems, concerns or complaints.

Normally the first port of call will be the pupil's tutor but it may also be an academic teacher or any other member of teaching/non-teaching staff who the pupil feels comfortable talking to. It is important that staff take any issue raised seriously, no matter how insignificant it might appear from an adult perspective. For the child the issue might be of great importance and it is important that it is not dismissed summarily without giving due consideration to its importance from the child's point of view. (For further details of the complaint procedures for pupils see Appendix A of this policy).

While the member of staff should respect pupil's views they cannot agree to maintain confidentiality. Ideally any such conversations would take place in a public place or in a classroom with an open door or in a central location. If required staff should pass information on to the tutor, HSM, DSL or Deputy Head as appropriate. If a pupil raises serious concerns relating to abuse, the Safeguarding procedures need to be followed. For more information please refer to the Aldenham School Safeguarding policies.

Support systems for parents

At Aldenham, we try to maintain an open and close relationship with parents. Parents are always welcome to visit or telephone to discuss any relevant issues. In the first instance, parents should contact the pupil's tutor or HSM to raise their concerns, thereafter they should contact the DHP.

It is general policy to bring all incidents of serious bad behaviour to the notice of parents. Parents will be notified of less serious incidents if punishment will entail after School detention or if on general welfare grounds it is judged appropriate by staff to inform or discuss the issue with the parent. A simple example of this would be informing parents of non-completion of homework through recording the issue of a Blue which can automatically be seen by parents on their child's portal.

Monitoring and review

It is the responsibility of Heads of Departments to discuss the implementation of the behaviour policy on a regular basis in departmental meetings, in order to ensure that it is uniformly applied. This should focus on both rewards and sanctions.

Lesson observations, learning walks and review of sanctions records, both within departments and by the SMT contribute to the monitoring of behaviour management.

Any concerns with implementation of the procedure should first be raised with the DHP so that review can occur.

This policy will be reviewed every 2 years or on the introduction of new or amended relevant legislation.

Appendix A - Complaints procedure for pupils

This procedure is designed for pupils to express and seek redress for treatment which they feel is unfair or unreasonable. It aims to balance the rights of pupils and the support they may need in exercising their rights with the rights of the School, Staff and other pupils. It proceeds by arbitration and reconciliation. It represents therefore a stage separate from formal written complaints attached to the School's disciplinary codes.

1. The procedure for your worries, concerns and complaints.

Every pupil at Aldenham School has the right to be treated fairly by his or her fellow pupils and by members of staff. Treatment by fellow pupils is governed by the School Rules and by the Aldenham School Anti-Bullying Code. The Aldenham School Complaints Procedure is designed to assist pupils who feel that they have been or are being unfairly or wrongly treated by the School, members of staff or other pupils.

2. What if I am unhappy about something?

If you feel unfairly treated by a member of staff you may approach them directly taking another pupil or member of staff with you if you wish. Explain politely but clearly what has dissatisfied you. It may be that through discussion with the member of staff you will obtain an answer or reach an agreement which satisfies you. That is the best way to resolve most concerns.

If you do not wish to approach the member of staff directly, you can approach any other member of staff with whom you may discuss the matter and they may give you advice or act as an intermediary on your behalf talking to the member of staff with whom you are in disagreement. You can speak to your House tutor, your HSM, any teacher of your choice or a non-teaching member of staff such as Sister or the Counsellor.

Remember, you should always speak to your HSM if you are unhappy or dissatisfied.

3. What can I do if I'm still not happy?

If you are not satisfied after these discussions or with what may happen as a result of these discussions, you are free to make a complaint.

4. And do not forget....

You may make a complaint according to the procedure below without contacting the person about whom you wish to make a complaint or another member of staff.

5. How do I make a complaint?

If you wish to make a complaint, you may do this either in writing or by speaking directly.

6. Whom do I complain to?

You should go and see or write to the Head of Senior School, the Deputy Head Pastoral (DHP), or to your HSM.

7. What do I say?

You should say in your letter or in your conversation with the Head of Senior School, the DHP or your HSM what has dissatisfied you. You may include any details you think are relevant. The Head of Senior School, the DHP or your HSM may ask you or others to make something clearer. You do not have to tell a teacher something if you do not want to.

8. What happens then?

The relevant member of staff will then follow up your complaint by speaking to the member of staff or members of staff over whose actions you are dissatisfied. All the details of what you have said will be carefully investigated.

9. How long will it take?

The relevant member of staff will ask to see you within 2 working school days of when you make your complaint. They will tell you what action, if any, they intend to take as a result of your complaint.

10. What if I am not happy with the outcome?

If you are not happy with what the relevant member of staff says or with the outcome of your complaint you may ask them to investigate matters differently or again. Alternatively, you may wish to take your complaint to the Headmaster.

11. What if I am not happy with what the Headmaster says?

If at this stage you are still unhappy with the result of your complaint, you may telephone the School counsellor or the 'independent adult listener', whose telephone number is situated on all House noticeboards. The independent adult is available to listen carefully and discuss matters with any pupil who is unhappy about the outcome of a complaint. If he considers that you have not been fairly dealt with, he will speak to the Head of Senior School / Headmaster on your behalf.

12. What if I do not want to come on my own to complain?

At any stage of this complaints procedure, you are entitled to be accompanied by a member of staff or another pupil if you wish.

13. Will a member of staff I complain about know I have complained?

When you complain about a member of staff, you do not have to tell the member of staff that you have made a complaint about them. Tell the Head of Senior School or the DHP this, but do not forget they may need to tell the person you are complaining about in order to investigate things properly.

14. What will other people say if I decide to complain?

Every pupil at Aldenham School has the right to use this complaints procedure. As a pupil member of the School, you will not in any way be criticised if you use the complaints procedure fairly and genuinely. It is your right to do so and your right to have your worries followed up.

15. What sort of things are we talking about in all this?

- A sanction unfairly administered
- A member of staff whose attitude towards you seems consistently unfair
- The way you have been treated by the School or by a member of staff
- The way you have been treated in an investigation which has had to be conducted in a disciplinary matter
- Other situations in which you feel unfairly or inappropriately treated.

Appendix B - Self-management and resilience

(EXTRACT FROM YOUTH MENTAL HEALTH FIRST AID)

RESILIENCE

We tend to idealise childhood as a carefree time, but youth alone offers no shield against the emotional hurts and traumas many children and young people face. Children and young people can be asked to deal with problems ranging from adapting to a new classroom to bullying by classmates or even abuse at home. Add to that the uncertainties that are part of growing up, and childhood can be anything but carefree. The ability to thrive despite these challenges arises from the skills of resilience.

Resilience is ‘... a complex and multifaceted construct, referring to a person’s capacity to handle environmental difficulties, demands and high pressure without experiencing negative effects’ (Kinman and Grant, 2011).

The good news is that resilience skills can be learned.

Building resilience - the ability to adapt to adversity, trauma, tragedy, threats or even significant sources of stress - can help our children manage stress and feelings of anxiety and uncertainty. However, being resilient does not mean that children won’t experience difficulty or distress. Emotional pain and sadness are common when we have suffered major trauma or personal loss, or even when we hear of someone else’s loss or trauma. Dr. Ginsburg has identified seven “C”s of resilience, recognising that “resilience isn’t a simple, one-part entity.” Adults can use these guidelines to help children recognise their abilities and inner resources.

COMPETENCE

Competence describes the feeling of knowing that you can handle a situation effectively. We can help the development of competence by:

- Helping children focus on individual strengths
- Focusing any identified mistakes on specific incidents
- Empowering children to make decisions
- Being careful that your desire to protect the child doesn’t mistakenly send a message that you don’t think he or she is competent in handling situations
- Recognising the competencies of siblings individually and avoiding comparisons.

CONFIDENCE

A child’s belief in his own abilities is derived from competence. Build confidence by:

- Focusing on the best in each child so that he or she can see that as well
- Clearly expressing the best qualities, such as fairness, integrity, persistence, and kindness
- Recognising when he or she has done well
- Praising honestly about specific achievements instead of giving; diffuse, general praise that may lack authenticity
- Not pushing the child to take on more than he or she can realistically handle.

CONNECTION

Developing close ties to family and community creates a solid sense of security that helps lead to strong values and prevents alternative destructive paths to love and attention. You can help the child connect with others by:

- Building a sense of physical safety and emotional security
- Allowing the expression of all emotions, so that children will feel comfortable reaching out during difficult times
- Addressing conflict openly to resolve problems

- Creating a common area where they can share time (not necessarily TV time)
- Fostering healthy relationships that will reinforce positive messages.

CHARACTER

Children need to develop a solid set of morals and values to determine right from wrong and to demonstrate a caring attitude toward others. To strengthen a child's character, start by:

- Demonstrating how behaviours affect others
- Helping the child recognise himself or herself as a caring person
- Demonstrating the importance of community
- Encouraging the development of spirituality
- Avoiding racist or hateful statements or stereotypes.

CONTRIBUTION

Children need to realise that the world is a better place because they are in it. Understanding the importance of personal contribution can serve as a source of purpose and motivation. Teach children how to contribute by:

- Communicating to children that many people in the world do not have what they need
- Stressing the importance of serving others by modelling generosity
- Creating opportunities for each child to contribute in some specific way.

COPING

Learning to cope effectively with stress will help a child be better prepared to overcome life's challenges. Positive coping lessons include:

- Modelling positive coping strategies on a consistent basis.
- Guiding the child to develop positive and effective coping strategies
- Realising that telling him or her to stop the negative behaviour will not be effective
- Understanding that many risky behaviours are attempts to alleviate the stress and pain in children's' daily lives
- Not condemning the child for negative behaviours and, potentially, increasing his or her sense of shame.

CONTROL

Children who realise that they can control the outcomes of their decisions are more likely to realise that they have the ability to bounce back. The child's understanding that he or she can make a difference further promotes competence and confidence. You can try to empower the child by:

- Helping the child to understand that life's events are not purely random and that most things that happen are the result of another individual's choices and actions
- Learning that discipline is about teaching, not punishing or controlling; using discipline to help the child to understand that his actions produce certain consequences.

IN SUMMARY

- Children need to know that there is an adult in their life who believes in them and loves them unconditionally.
- Children will live "up" or "down" to our expectations.

There is no simple answer to guarantee resilience in every situation. But we can challenge ourselves to help our children develop the ability to negotiate their own challenges and to be more resilient, more capable, and happier.

Top tips for building resilience in children and young people

Make connections

Teach young people how to make friends, including the skill of empathy, of feeling another's pain. Encourage them to be a friend in order to get friends. Build a strong family network to support the young person through his or her in evitable disappointments and hurts. At school, watch to make sure that one young person is not being isolated. Connecting with people provides social support and strengthens resilience. Some find comfort in connecting with a higher power, whether through organised religion or privately.

Help them to help others

Young people who may feel helpless can be empowered by helping others. Engage the young person in age-appropriate volunteer work, or ask for assistance yourself with some tasks that he or she can master. At school, brainstorm with young people about way they can help others.

Maintain a daily routine

Sticking to a routine can be comforting to young people, especially younger children who crave structure in their lives. Encourage young people to develop their own routines.

Take a break

While it is important to stick to routines, endlessly worrying about adhering to schedules can be counter-productive. Teach your child how to focus on something besides what is worrying him or her. Be aware of what your child is exposed to that can be troubling, whether it be news, the internet or overheard conversations, and make sure your child takes a break from those things if they trouble her. Although schools are being held accountable for performance on standardised tests, build in unstructured time during the school day to allow children to be creative.

Teach self-care and concrete skills

Make yourself a good example, and teach young people the importance of making time to eat properly, exercise and rest. Make sure the young person has time to have fun, and make sure that the young person has not scheduled every moment of his or her life with no "downtime" to relax. Caring for oneself and even having fun will help the young person stay balanced and better deal with stressful times.

Move towards your goals

Teach young people to set reasonable goals and then to move toward them one step at a time. Moving towards that goal - even if it's a tiny step - and receiving praise for doing so will focus the young person on what he or she has accomplished rather than on what hasn't been accomplished, and can help build the resilience to move forward in the face of challenges. At school, break down large assignments into small, achievable goals for younger children, and for older children, acknowledge accomplishments on the way to larger goals.

Nurture a positive self-view, help them manage their emotions and model resiliency

Help the young person remember way that he or she has successfully handled hardships in the past and then help them understand that these past challenges help them build the strength to handle future challenges. Help the young person learn to trust themselves, to solve problems and make appropriate decisions. Teach the young person to see the humour in life, and the ability to laugh at oneself. At school, help young people see how their individual accomplishments contribute to the wellbeing of the class as a whole.

Emotional management is key in resilience. Teach young people that all emotions are OK, including 'negative' emotions. It is OK to feel angry, sad or anxious at times. Also, teach them that after feeling their feeling, they need to think through what they are going to do next.

Children learn very quickly which powerful emotions get them what they want. Adults have to learn how to handle the emotions, too. If a child throws a tantrum, be clear about what behaviour is appropriate (and appropriate.) You might say, “I’m sorry we’re not going to get ice cream, but this behaviour is unacceptable”.

Of course, children also learn from observing adults behaviour. Try to lead by example and be calm and consistent. You cannot say to a child you want them to control their emotions, while you yourself are not controlling your emotions. It is also important to be honest when we make mistakes, so admit it when this happens. “I really messed up. I’m sorry I handled that poorly. Let’s talk about a different way to handle that in the future”.

Resilience helps young people navigate the inevitable trials, tribulations and triumphs of childhood and adolescence. Resilient children also become resilient adults, able to survive and thrive in the face of life’s unavoidable stressors.

Avoid catastrophising - keep perspective and maintain a hopeful outlook

Adults need to pay attention to what they say to young people directly and what is said when they are around. Anxious adults, in particular, may use catastrophising language around young people. For instance, instead of saying “It’s really important for you to learn how to swim,” they might say, “It’s really important for you to learn how to swim because it’d be devastating to me if you drowned”.

Even when a young person is facing painful events, help them look at the situation in a broader context and keep a long-term perspective. Although the young person may be too young to consider a long-term view on their own, help them see that there is a future beyond the current situation and that the future can be positive. An optimistic and hopeful outlook enables the young person to see the good things in life and keep going even in the hardest times. In school, use history to show that life moves on after bad events.

Let young people make mistakes and look for opportunities for self-discovery

“Failure is not the end of the world. (It’s the) place you get to when you work out what to do next”. Letting young people make mistakes is sometimes hard for adults, but it helps young people learn how to fix mistakes and make better decisions next time.

If a young person has an assignment, anxious or overprotective adults usually want to make sure the project is perfect, even if their young person has no interest in doing it in the first place. But it is important to let young people see the consequences of their actions.

Tough times are often the times when we learn the most about ourselves. Help the young person take a look at now whatever they are facing can teach them “what they are made of”. At school, consider leading discussions around what each student has learned after facing and dealing with a difficult situation.

Accept that change is part of living

Change often can be frightening for young people. Help the young person see that change is part of life and new goals can replace goals that have become unattainable. In school, point out how students have changed as they moved up in year levels and discuss how that change has had an impact on the students.

Don’t accommodate every need

Whenever we try to provide certainty and comfort, we can get in the way of young people being able to develop their own problem-solving and mastery. (Overprotecting children only fuels their anxiety.) Here are two real life examples.

A child gets out of school at 3.15pm but they worry about their parent picking them up on time. So the parent arrives an hour earlier and parks by their child's classroom so they can see the parent is there.

In another example, parents let their seven year-old sleep on a mattress on the floor in their bedroom because they are too uncomfortable in sleep in their own room.

Avoid eliminating all risk

Naturally, we all want to keep young people safe, but elimination all risk deprives young people of learning resilience skills. In one real life example of a family, the children are not allowed to eat when the parents are not home, because there is a risk they might choke on their food. The key is to allow appropriate risks and teach our young people essential skills by starting these at a younger age, giving young people age-appropriate freedom helps them learn their own limits.

Teach problem-solving

Let us say a child wants to go to friend's house to have a sleepover, but they are nervous about being away from home. An anxious adult might say "Well, then there's no reason for you to go". But a better approach is to normalise the child's nervousness, and help them work out how to navigate being homesick. So you might ask the young person how they can practice getting used to being away from home.

When a young person is anxious about their first exam, it may be useful to brainstorm strategies, including how they could manage their time and schedule in order to study for the exam.

In other words, engage the young person in working out how they can handle challenges. Give them the opportunity, over and over, "to figure out what works and what doesn't".

Avoid "why" questions

"Why" questions aren't helpful in promoting problem-solving. Ask "how" questions instead.