

# WHOLE SCHOOL BEHAVIOUR POLICY

**(UPDATED Summer 2017 - EJN)**

*(including Staff Guidance on Physical Contact with Pupils)*

This policy follows the advice contained in 'Behaviour and Discipline in Schools' (2013). The policy also embraces duties under the Equality Act 2010 including issues related to pupils with special educational needs.

## **Aim**

To help our pupils to grow socially, personally and academically through individual attention and consistent encouragement of good actions and behaviour.

## **Implementation**

*Expectations:*

It is important that all STAFF, PUPILS AND PARENTS value good social behaviour and are seen consistently to do so through being:

- careful and kind
- polite and friendly
- helpful to one another
- hardworking and well-mannered
- respectful of the school
- respectful of their own and other people's belongings
- respectful of each other

**NB.** Behaviour issues relating to pupils with special educational needs/disabilities are dealt with sensitively and reasonable adjustments are made through liaison with the Head of Learning Skills.

## **The Pre-Prep**

This policy is applicable to all pupils including those in the Early Years Foundation Stage.

The Behaviour in the Pre-Prep is underpinned by following the Rose Hill Golden Rules which are displayed in classrooms and around the Department and referred to frequently during class pastoral time, PSHE, Assemblies etc.

A positive reward system operates to highlight children who have followed the Rose Hill Golden Rules through the week. This takes the form of Golden Time. The sanction for a child who has contravened a Rose Hill Golden Rule is a deduction of Golden Time in Later Years and Golden Moments in Early Years. The precise details of reward/sanction are variable within the department, depending on the age or year group of the children.

Each child from Reception to Year 2, collects stars/stamps for positive behaviour which contribute to the termly House Point totals. Year 2 star totals are averaged each week and the House with the highest average total is commended within the class.

### **Golden Time – Year 2**

Reward – 30 minutes of Golden Time (free choice of play activities) on a Friday.

Sanction – A ‘yellow’ warning card is given when a rule is contravened. Two yellow cards issued in one day equates to a ‘red card’ – (e.g. - an interruption is given a warning. Another subsequent interruption is given a red card) the red card means 5 minutes is deducted from Golden Time on a Friday. Any time deductions mean the pupil is excluded from Golden Time; he/ she use the 5 minute timer to absent himself/herself from any activity. The child is best seated where Golden Time can be observed.

In extreme situations, and should a child lose all Golden Time, it is possible to ‘earn back’ up to 15 minutes of Golden Time (3 x 5 minutes) for significantly improved behaviour – to reward positively such occurrences.

### **Golden Day – Year 2**

To promote self esteem for every child in the class, each day is a Golden Day for one child. (The child is selected by fair selection so that each child has one turn in 16/18)

*Agreed role for Golden Girl/Boy:*

- Wear a special badge
- Sit on golden chair
- Line leader
- Take messages to other classes
- Fruit Monitor

### **Golden Time - Year 1**

Reward – 20 minutes of Golden Time (free choice of play activities) on a Wednesday afternoon (20 minutes) and Friday afternoon (45 minutes).

### **Busy Bee Day – Year 1**

To promote self esteem for every child in the class, each day is a Busy Bee Day for 1 child. The child is selected by fair selection so that each child has one turn in 16 days.

*Agreed role for Busy Bee children:*

- Wear a special badge
- Sit on golden cushion / chair
- Line leader
- Take messages to other classes
- Fruit / Drink monitors

### **Sanctions**

A verbal warning is given if a Rose Hill Golden Rule is contravened. This noted visually (sunshine/grey cloud/black cloud posters) by the child’s name label moving from the sunshine to the grey cloud. If the rule is contravened again (immediately or soon after) one minute of Golden Time is lost – denoted by the name label moving to the black cloud. A maximum of 10 minutes of Golden Time could be lost. (The teacher also keeps a record of time deductions.)

On occasions, where above sanctions / rewards are not effective, individual teachers set additional short term programmes to promote better behaviour.

### **Golden Moments – Early Years**

*Reward* – A five minute golden activity can be offered.

*Sanction* – A verbal warning is given. If a second is required, then the child would lose one minute of their Golden Moment.

Any time deductions mean the child is excluded from the Golden Moment, he/she can earn back up to 3 minutes for significantly improved behaviour.

### *Golden Helpers*

To promote self esteem for every child in the class, children (in rotation) become the Golden Helpers for the day, and have opportunities to have special responsibilities.

## **The Prep School**

We recognise good behaviour through:

- giving praise
- giving plus points (which are recorded in pupil planner and go towards an inter-house competition)
- giving public recognition in Assemblies and the weekly Newsletter

### **Good Behaviour**

This is also encouraged through:

- Prompt recognition and praise
- Use of constructive criticism focusing on the behaviour
- Promoting pupils' responsibility for their own behaviour
- The school Code of Behaviour which was drawn up by the pupils
- Staff example
- Focus Weeks

### **Misbehaviour**

This is dealt with by:

- Giving short, effective reprimands and reminders of appropriate behaviour
- Applying sanctions appropriate to the behaviour including:

*Withdrawal from part of playtime (no child should miss all playtime)*

*Litter patrol/tidying an area*

*Loss of favoured activity*

*Minus mark*

*Yellow card*

*Detention*

*Separating the child from the class for a brief time*

*Referring the child to the appropriate Head of Area (and/or Deputy Head)*

*Devising an individual programme to help the child learn appropriate behaviour*

*Exclusion or expulsion as a last resort*

Rose Hill has a separate policy for dealing with bullying. Serious actions may be taken against pupils who make malicious accusations against staff. It is also appreciated that pupils who are about to move to Senior School may need to be treated sensitively and behavioural incidents will always be referred to the Head of Upper School who has pastoral responsibility for these age groups.

In all cases of persistent behavioural problems, parents must be involved. These will be recorded with dates and details which will act as evidence should further action be deemed necessary. The child's progress will be monitored.

In extreme cases, in consultation with the parents, a pupil may be suspended from school for a fixed period or a permanent exclusion may be decided upon. Only the Head (or, in his absence, the Deputy Head) may give such a sanction and the Chair of Governors (or his representative) will be consulted beforehand.

A fixed period or permanent exclusion may be decided upon, in consultation with the parents. Only the Head (or in his absence the Deputy Head) may give such a sanction. Such extreme circumstances are very rare occurrences.

### ***Minus Mark***

Awarded for a breach of the Code of Behaviour and recorded in the Pupil Diary  
Year 3 use a dot system (3 dots=1 minus) to smooth the transition from Pre-Prep

### ***Yellow Card***

This is carried from lesson to lesson and needs to be signed with a grade by each teacher. The card will have a focus for the pupil to concentrate on and its use will be reviewed weekly.

### ***Detention***

24 hours notice is given to parents if the detention is imposed outside normal school hours.  
Detentions are sanctioned by the Head/Deputy Head.

## **Roles and Responsibilities**

All staff, pupils and parents are responsible for the implementation of this Policy (Parents agree to support this policy in the Terms and Conditions of Entry).

All staff have responsibility for following physical restraint guidance (see Appendix I)

Class Teachers have responsibility for the daily monitoring of behaviour  
Form Tutors have responsibility for the Pupil Planner in which plus and minus points are recorded.  
House Tutors run House Meetings which promote the importance of plus points.  
Heads of Area/Deputy Head/Head provide tiered management for dealing with more serious behaviour issues.

Rose Hill School does not use corporal punishment.

### **Monitoring and Evaluation**

Class teachers/Form Tutors record details of incidents in the pupil profile on the Engage Portal.

- Form Tutors/Class Teachers raise concerns at a weekly staff meeting
- Plus points and minus points are noted in Pupil Diaries and monitored on a daily basis by Form Tutors
- Pupil profiles are kept
- Policy evaluation takes place every 3 years

Reviewed by the MT and S&C Committee (10.11.2016)  
Next update Autumn 2019

# Early Years Department

*Early Years Behaviour Management Policy - Achieving Positive Behaviour  
(to be read in conjunction with whole school policy and Golden Moments)*

## Introduction

At Rose Hill we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

## Aims

We aim to teach children to behave in socially acceptable ways and to consider the views and feelings, needs and rights of others, and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement and teaching, and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

## EYFS key themes and commitments

### A Unique Child

- 1.1 Child Development
- 1.2 Inclusive Practice
- 1.3 Keeping Safe

### Positive Relationships

- 2.2 Parents as Partners
- 2.3 Supporting Learning

### Enabling Environments

- 3.2 Supporting Every Child
- 3.3 The Learning Environment

### Learning and Development

- 4.4 Personal, Social and Emotional Development

At Rose Hill all staff are instrumental in supporting the personal, social and emotional development of each child, including issues concerning behaviour.

- The Head has overall responsibility for issues concerning behaviour throughout the school. She is supported by the Head of Pre Prep (Caroline Long) and the Early Years Co-ordinator (Gaynor Watson) within the Pre-Prep Department.

*The Head keeps herself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.*

*The Head can access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development and check that all staff have relevant in-service training on promoting positive behaviour.*

*Records are kept of staff attendance at this training.*

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the school.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the schools' behaviour policy and its guidelines for behaviour.
- We expect all members of our school - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour, by their teacher/key worker. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **Strategies with children who engage in inconsiderate behaviour**

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, acknowledgement of feelings, an explanation as to what is not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging within the school, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, and children are never threatened with this.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the [Early Years Co-Ordinator](#), who informs the Head of Pre Prep. These details are recorded in the child's 'pupil profile' on the school portal (Engage). Parents are informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

### **Children aged two to three years (and who may be visiting for taster sessions)**

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them to do this.
- Common inconsiderate behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or a frequent change of carers.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

### **Rough and tumble play and fantasy aggression**

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play can also contain violent dramatic strategies, and as such can offer opportunities for us to explore concepts of right and wrong.
- We are able to tune into the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable' moments to encourage empathy and lateral thinking to explore alternative scenarios for conflict resolution.

### **Hurtful behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.

- We help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to be able to manage his or her own feelings.
- We do not engage in punitive responses to the young child's rage as that will have the opposite effect.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feeling by naming them and helping children to express them, making a connection verbally between the event and the feeling. Older children will be able to verbalise their feeling better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we encourage the children to say sorry.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

They do not feel securely attached to someone who interpret and meet their needs – this may be at home or within the setting.

Their parent, or carer does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.

The child may have insufficient language or mastery of English, to express him or herself and may feel frustrated.

The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.

The child has a developmental condition that affects how they behave.

For children needing further support, we seek advice in the first instance, from the EYSENCo and Learning Skills Department.

If necessary, we are able to contact Kent Early Years and Childcare Service and KELSI for further advice.



## **Bullying**

Please see whole school policy.

***Reviewed Autumn 2016***

## **APPENDIX 1**

*Physical Restraint Policy*

### **STAFF GUIDANCE ON PHYSICAL CONTACT WITH PUPILS**

#### **PHYSICAL CONTACT WITH PUPILS IN SCHOOLS**

The right to restrain pupils falls by statute, contract and common law within the teacher's duty of care.

Any physical contact with another person may be construed as common assault; the test is one of reasonableness.

#### **REASONABLE FORCE**

The DfES suggests that the application of reasonable force may involve:

- Physically interposing between pupils
- Blocking pupil's path
- Holding (but never round the neck or collar)
- Pushing
- Pulling
- Leading a pupil away by the hand or arm
- Shepherding a pupil away by placing your hand in the centre of the back
- In extreme cases (such as self-defence) more restrictive holding

At Rose Hill School any physical restraint used will always be the minimum needed. The following is a list of possible situations in which the use of reasonable force may be required:

- When a pupil attacks a member of staff
- When a pupil attacks another pupil
- When a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism
- When a pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous objects (for example, in the lab or on the sports field)
- When a pupil at risk absconds from class or tries to leave the school
- When a pupil persistently refuses to obey an order
- When a pupil is seriously disrupting a lesson

All teachers involved in an incident requiring physical restraint will report it immediately to the Head or Deputy Head.

## **RECORD KEEPING**

*The School will record all incidents involving physical restraint in writing at the time including:*

- The name of everyone involved, time and place and names of any other witnesses
- How the incident began and progressed with details of behaviour
- What everyone said, as near as possible
- What steps were taken to defuse the situation
- The degree of physical restraint used, how applied and for how long
- The pupil's response
- The outcome
- Details of any injury and of any damage to property
- Ensuring that all parents/carers are informed immediately, orally or in writing and given a chance to discuss the incident

## **PROFESSIONAL EXPECTATION**

*Teachers will not:*

- Hold around the neck
- Restrict a pupil's ability to breathe
- Slap
- Punch
- Kick
- Twist or force limbs against a joint
- Hold or pull by the hair or ear
- Hold face down on the ground
- Touch in a way that might be considered indecent
- Use any other physical contact deemed to be unreasonable

## **N.B**

- It is better to defuse than intervene
- Talk over episodes with other staff, find out what you think might have been a good response in difficult situations
- Establish a culture of openness, don't hide behind a notion of professionalism. It is unprofessional not to report incidents

## **BREAKING UP A FIGHT**

- Get rid of non-combatants: violence thrives on witnesses
- Don't put yourself at risk: alert colleagues, enlist their help
- Assess a situation first
- Be calm, don't take it personally
- Use verbal intervention first
- Think about surprise and noise as more useful than force

## **SUPPORTIVE CONTACT**

There are times in a non-restraint context when physical contact between a pupil and a member of staff may be deemed to be appropriate. These situations will be in a caring context when pupils need reassurance and support.

It is important that the member of staff assesses the “reasonableness” of their actions taking the following into account:

- The age of the pupil
- The severity of the distress of the pupil
- The knowledge of the individual child
- The relationship that exists between the member of staff and the pupil

As with physical contact with pupils the level of contact used should be the minimum necessary to achieve the desired outcome.

Due care needs to be taken to ensure that this supportive contact is open and the circumstances in which this takes place are clear to all concerned. Prudence guidelines, detailed in the Staff Handbook, should be followed, especially keeping the situation public whenever possible.

The above assessments would equally apply to those situations that demand that a member of staff assist a child in their personal car.

#### **TRAINING**

Juliet Makinson (School Nurse), Luke Beaton (Key Stage 2 teacher), Phillipa Sykes and Elizabeth Saw (Playground Supervisors) are trained to use **Team Teach** (an accredited training framework for positive handling and de-escalation) if this is deemed appropriate to an incident (training took place in April 2016).