



## **BEHAVIOUR POLICY (UPDATED November 2019)**

*Nisi Dominus Frustra* - Without the Lord, everything is in vain

### MISSION STATEMENT

- A Rose Hill child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

### AIMS

- Working with integrity your child will:
- Be inspired to develop confidence to thrive in all areas of our rich curriculum.
- Foster the skills and talents which enable them to organise their learning and plan to achieve success.
- Demonstrate persistence to flourish in the face of challenge.
- Show resilience and learn from difficult situations.
- Get along with others, work collaboratively and accept everyone.

### Introduction

Rose Hill School recognises that good behaviour is more likely to be achieved when pupils are happy, engaged and inspired, have positive relationships with those around them and are able to maximise their potential. We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential as outlined in The Rose Hill Promise. To this end we seek to ensure that Rose Hill School is a place where everyone feels happy, safe and secure and we aim to provide a caring environment in which all pupils are treated fairly, and with respect and understanding. In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Rose Hill School does not permit corporal punishment during any activity whether on or off the school premises. This policy applies to all pupils, including EYFS, when on the school premises, or in the care of the school, or wearing the school uniform, or otherwise representing the school or associated with the school, for example on a school trip or visit. It is available to all interested parties (including volunteers and those supervising co-curricular activities or accompanying school trips) via the school's website or on request from the School Office.

The Head is responsible for overseeing the management of behaviour issues. Imogen Scarbrough, Head of Pastoral Care is responsible for the day to day management of behaviour issues, including implementing sanctions for low level matters.

Aims of the policy:

- To promote an environment where all members of our community feels safe, happy, valued and respected, following The Rose Hill Promise
- To support a caring community where all are treated fairly, with values built on mutual trust and respect
- To promote good relationships on every level so that every member of the community can live and work together in a mutually supportive way
- To help the pupils to learn in an effective and considerate way, and to grow and become increasingly positive, responsible and independent members of the school and wider community
- To set out clearly any rewards that may be given for particularly good behaviour or achievements and award them consistently
- To set out clearly any sanctions that may be applied when misbehaviour occurs and apply them consistently



This document should also be read in conjunction with the school's Safeguarding and Child Protection, Admissions Policy and Exclusions, Expulsion, Removal and Review Policy, Anti-Bullying Policy, Restrictive Physical Intervention along with the Teaching and Learning. This Behaviour Policy works hand in hand with the Equality Act 2010 and Keeping Children Safe in Education, September 2019.

We have read and followed advice from, 'Behaviour and discipline in schools (2016) DfE.

### **A consistent approach to promoting good behaviour**

All members of staff, including all support and bursarial staff, are aware of this policy and have worked on it together to create strategies and courses of action which reflect the ethos of the school and work on a day to day basis, through The Rose Hill Promise.

As part of the school's Continual Professional Development policy (CPD) training for staff about behaviour management is held regularly; sometimes by external providers. As part of the Induction process new staff are mentored by an experienced member of staff. Part of this process is enabling the new member of staff to become familiar with the ethos of the school and the expectations of behaviour which are held. We have an empathetic and supportive tutorial system. Pupils know they can approach their Form Tutor/Class Teacher, or any member of staff with whom they feel comfortable. Pupils know that staff will listen and act fairly. New children to the school are 'buddied' with a peer to help them through the routine of the first few weeks and also through the expected norms of behaviour. Older pupils are paired with younger pupils, this develops each year into an informal buddy system and the younger pupils benefit from being able to approach the oldest pupils easily and with confidence. All pupils should be wearing school uniform. If a member of staff notices that pupils repeatedly flout the uniform, or who fail to dress smartly they should speak to them in the first instance and then report it to the Deputy Head.

Pupils with Special Educational Needs and Disabilities (SEND) and/or need learning support are supported by the Head of Learning Skills and staff. Information is disseminated efficiently via the school's management system (Engage), meetings and staff briefings and best practice for each pupil is agreed upon. Early intervention is agreed for pupils who are experiencing problems. Strategies are agreed with parents, and are put in place for the management of the pupil's behaviour, and regularly evaluated.

The character of the buildings adds to the modern ethos of the school. Buildings been carefully and appropriately designed with internal and external communal areas such as corridors and the playgrounds, these are supervised carefully so as to promote good behaviour at all times. The children are encouraged to put away mobile equipment and toys and to store them safely. This promotes community spirit and responsibility.

The school's approach to a healthy diet and hydration helps to encourage good pupil behaviour. Nourishing food is available to all children at lunchtime. Age appropriate levels of choice are given and staff encourage children to eat balanced meals. Every child has a water bottle and is encouraged to keep themselves well hydrated. Children attending clubs have fruit as an after school snack.

### **School Leadership**

The weekly staff Briefing (Prep 10:30 Thursday; PrePrep 10:30 Friday) ensures staff are kept aware of developments within the pupils' lives which might impact upon their behaviour. Should a member of staff feel concern about a pupil, advice and support are available from the Head of Pastoral Care, Deputy Head, and Head.

The Head of Pastoral Care works closely with the Form Tutors/Class Teachers and the Pastoral team to monitor the behaviour of pupils. All incidents and communication with parents about pupils' behaviour are documented and forwarded to the Head and Deputy Head. The Deputy and Head are however kept informed about behavioural issues and are able to step



into the procedure, if necessary, from a knowledgeable position. Pupils' behaviour is monitored informally through feedback from parents to the Head; through the Advisory Group and through Staff Meetings, which are minuted. The Head of Pastoral Care keeps a 'reflection log' and a record of incidents of significant behavioural issues including sanctions, and an anti-bullying log.

## 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

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.

Behaviour at Rose Hill School is underpinned by following the 'Rose Hill Promise' which is 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 Promise through the week.



## Rewards

### Early Years

Inherent in the policy are EYFS key themes, a Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

In Kindergarten they receive reward stickers for positive effort and achievement. They are also given special privileges such as being the leader of the line or being by chosen first. Specific verbal praise is constantly given. In the summer term, the concept of a Golden Helper is introduced. Each child is given the opportunity to have their turn. They give out the fruit at snack time and help the teachers with additional responsibilities within the classroom.

In Reception we continue with the Golden Helper who is invited to sit on a special golden cushion. This continues throughout the year and staff ensure that all pupils take their turn. The pupils are allowed to place their name card on the board and fulfil a multitude of tasks throughout the day. These include turning off the lights when all pupils have exited, they lead



the line and take messages to other classes when required. Reception pupils receive a star card and earn stars for a variety of academic and pastoral achievements. These are counted at the end of each term and contribute to the house point system.

### **The PrePrep**

#### **Golden Moments – Early Years**

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

#### *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.

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 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:*

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

#### **Golden Time – Year 2**

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

#### **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.

*Agreed role for Golden pupil:*

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

### **The Prep School**

We recognise good behaviour through:

- giving praise
- giving house 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 Rose Hill Promise which was drawn up by the pupils
- Staff example
- Focus Weeks
- Postcards are sent home acknowledging a particular success

### **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 policy on Restrictive Physical Restraint)

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

### **Behaviour Management**

If a pupil's behaviour falls beneath the standard which could reasonably be expected of them, the school has the right to administer behavioural sanctions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community.

Sanctions should

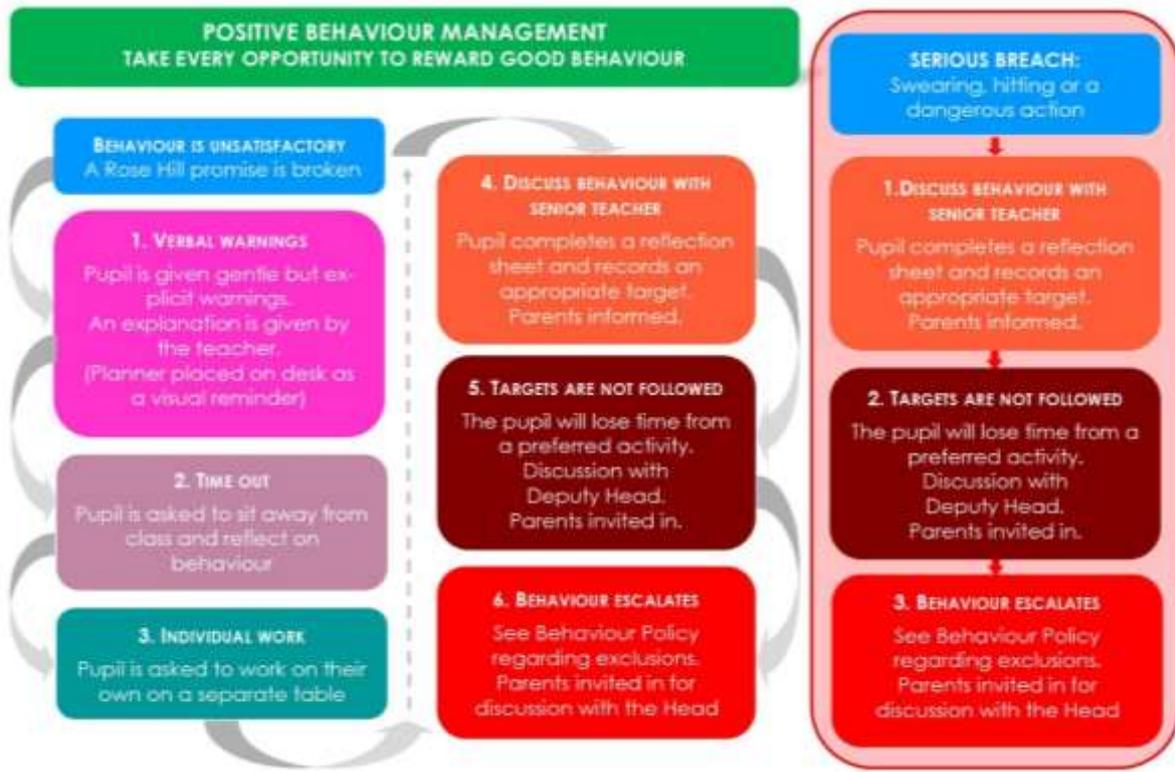
- impress on the pupil that their behaviour has not been acceptable and has not followed the Rose Hill Promise which is our code of conduct;
- deter the pupil from repeating that behaviour;
- assist in helping the pupil to make good choices in the future

Sanctions should always be given fairly; they are far more likely to promote positive behaviour if they are. For instance punishing a whole class when only some pupils are guilty would not be acceptable. This helps in the process of a pupil accepting responsibility for their behaviour and helping them make good choices in the future. It is imperative that everyone's reactions to inappropriate behaviour are consistent and that the sanctions available to staff are clearly understood.

Playground incidents are reported to Form teachers. Pupils should be aware of the boundaries of acceptable behaviour. These are reinforced positively in Assemblies, Form Periods, PSHEE (Personal, Social, Health, and Economic Education) lessons and constantly through reminders in the Rose Hill Promise and the daily life of the school.

Sanctions should always be issued in a calm and controlled manner; they should never be threatened. If an appropriate warning has been issued and a sanction is given, it must be followed through. If 'physical intervention' by staff is necessary, perhaps in a playground incident, staff may act to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)': this includes children in the EYFS as well as pupils in the rest of the School. Incidents are recorded following clear procedures. Please refer to the Education and Inspectors Act 2006 and the School's Restrictive Physical Intervention Policy. The school does not use corporal punishment.

When pupils at Rose Hill demonstrate poor behaviour, the following procedure is in place.



If a pupil is sent to their Head of Area a reflection sheet is completed. This is attached to their engage profile and sent directly to their class teacher/form tutor.

**Behaviour Reflection Sheet**

Name/Pupil Group: \_\_\_\_\_ Date: \_\_\_\_\_

**How do I feel?**

Sad	Unwell	Surprised	Confused	Angry	Worried	Hot	Nervous	Scared	Happy	Other

**What Happened?**

Not on task	Using unkind words, not following directions
Being disrespectful	Pushing or hitting
Out of seat	

**How did this make others feel?**

Sad	Unwell	Surprised	Confused	Angry	Worried	Hot	Nervous	Scared	Happy	Other

**What rule/promise did I break?**

\_\_\_\_\_

\_\_\_\_\_

**Next time I will be ...**

Relax / Breathe	Respectful
Calm	Responsible

**Do I need to apologise?**

Yes  No

Signature of pupil \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Notes



When a pupil is struggling to adapt and change their behaviour, with the support of the class teacher/form tutor an Individual Behaviour Plan (IBP) is devised with the pupil present and agreed targets are set.

Rose Hill School  
Pastoral Department Individual Behaviour Plan

<b>Date:</b>	<b>Pupil:</b>	<b>Form:</b>
<b>Patterns of behaviour</b>		
<b>Targets</b>		
<b>ACTION</b> Pupil Initiatives in class/Around school		
At home		
<b>Behaviour plan created by:</b>		
<b>In the light of advice from:</b>		
<b>Signatures:</b>	Head of Pastoral:	Parent/Guardian:

**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)*  
*Loss of favoured activity*

*Separating the child from the class for a brief time*  
*Referring the child to the appropriate Head of Area (and/or Head of Pastoral Care)*  
*Devising an individual behaviour plan to help the child learn appropriate behaviour*  
*Detention*  
*Exclusion or expulsion as a last resort*

**The first stage:** If the behaviour is unsatisfactory, the pupil should be given a gentle but explicit warning and calm explanation by the teacher. In most cases this will suffice. If the child does not heed the warning their planner is removed as a visual clue. If the child is spoken to again then the child receives 'time out' and might expect work on a separate table.

**The second stage:** If poor behaviour continues, teachers and pupils will inform parents, and it is written into the school planner and entered onto the School system, the Form Tutor should be informed.

The Head of Area will speak to the individual in the first instance. The pupil will complete a reflection sheet with the Head of Area. The pupil is obliged to discuss his or her behaviour and why it is unacceptable, and is informed of the consequences of a recurrence. After the first reflection time an appropriate target is given to the pupil and the pupil is made aware of the time scale that operates and what will happen if he or she re-offends. In discussion with the Form Tutor, the Head of Area will give the appropriate sanction (e.g missing some of their break time).



If a pupil has been for regular reflection times then a pupil will receive a school detention. A record is kept on the school system and the Head of Pastoral Care is informed. At this stage the parents will be invited in by the Head of Area to discuss the situation and make a plan for future support. Pupils will need an individual behaviour plan to be set up; pupils would expect to readdress their attitude through this. It is stressed to all involved that an individual behaviour plan is a positive step forward; enabling the pupil to take greater responsibility for better attention to their work and their behaviour. The pupil is able to learn from their mistakes and see and feel the impact that improved behaviour has. Pupils are given plenty of opportunity and are encouraged to reflect.

**The third stage:** For serious breaches of discipline, for example swearing, disobedience and violence, pupils will be sent to the Head of Pastoral care then the Deputy Head or Head immediately and would expect to miss some break times and parents would be informed through a telephone conversation, meeting and letter, where necessary.

When such situations occur a pupil's parents will be called to a meeting with the Head in order to discuss the pupil's behaviour. This is a rare occurrence. If a pupil is finding it hard to behave well in school, communication between the tutor and parents is supportive and on-going.

As appropriate to the misdemeanour, a pupil may be refused permission to participate in a trip or activity which is a non-essential part of the curriculum. Only the Head (or in her absence the Deputy Head) may give such a sanction. This is a rare occurrence.

**The fourth stage:** For very serious offences, for example bullying, the Head is informed as soon as possible. The matter is then dealt with in an appropriate manner, which may include out of school hours detention. A fixed period or permanent exclusion may be decided upon, in consultation with the parents. Only the Head (or in her absence the Deputy Head) may give such a sanction. Such extreme circumstances are very rare occurrences.

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 her 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 her absence the Deputy Head) may give such a sanction. Such extreme circumstances are very rare occurrences.

### **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/Head of Pastoral Care.

### **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
- House points in Pupil Diaries and monitored on a daily basis by Form Tutors
- Pupil profiles are kept
- Policy evaluation takes place every 3 years



This policy should be read in conjunction with Anti Bullying, Safeguarding, Pastoral Care, Exclusion, Expulsion Removal and Review Policies.

This policy has been up-dated after reference to:

*Keeping Children Safe in Education, September 2019*

*Education and Inspectors Act 2006*

*Children Act 2004*

*Article 12 of the United Nations Convention on the Rights of the Child (UNCRC).*

*Equality Act UK 2010*

*Learning behaviour: lessons learned (Steer 2009)*

*The Education (Independent School Standards) Regulations 2014*

*Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (July 2017)*

Reviewed by Imogen Scarbrough, November 2019

Next update November 2020

## **APPENDIX 1**

### **Early Years Department**

#### **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 Head of Early Years, who informs the Head. 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 Learning Skills Department.

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