



# Hopelands Preparatory School

38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

## Behaviour Policy

### Scope of Policy

The policies for the school and EYFS are referenced separately below.

### Behaviour Management for Key Stages 1 and 2

This policy is written with regard to the DfE guidance 'Behaviour and Discipline in Schools, January 2016. The policy is written with due regard to the duty of proprietors, under section 7 of the Education (Independent Schools Standards)

### Aims of the Policy.

- to develop frameworks within which initiative, morality, responsibility, and sound relationships can flourish.
- to enable children to develop a sense of self-worth and a respect and tolerance for others.
- to produce an environment in which children feel safe, secure and respected.
- To understand that, at times, it may be necessary to introduce differentiated discipline for some children.

### 1. Objectives

#### 1.1 For children to show:

- self confidence
- self-control
- sensitivity and consideration for others
- a pride in themselves and their school
- an interest in their activities

#### 1.2 For children to develop:

- responsibility for their learning and their environment
- an independence of mind
- a sense of fairness
- an understanding of the need for rules
- a respect and tolerance for others' ways of life and different opinions
- non-sexist attitudes
- non-racist attitudes
- non-extremist views
- a consistent approach to tasks
- an acceptable response to bullying and abuse

## **2. Implementation**

### **2.1 Staff**

All staff:

- will treat all children equally, irrespective of gender race or religion.
- play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour.
- have a responsibility to model the type of behaviour felt to be acceptable.
- will be alert to signs of bullying and racial harassment and will deal firmly with it and will alert other staff to such problems.
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately.
- will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

The school achieves consistency in the management of behaviour through:

- Staff training, support, and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Monitoring of logs of administration of disciplinary sanctions

### **2.2 Children**

- children's achievements, academic or otherwise, will be recognised.
- rewards will be accessible to all children.
- assembly will be used as an opportunity to acknowledge achievements and to foster a sense of community.
- children will be encouraged to share their achievement with a senior member of staff, their parents and other children.
- examples of children's work and achievements will be displayed in the classrooms and around the school.

## **3. Unacceptable Behaviour**

- disobedience
- biting, spitting, hitting and kicking
- foul language, inappropriate sign language and swearing
- making unkind remarks
- damaging property
- answering back, rudeness or aggression to adult
- stealing
- truancy
- racist, homophobic or sexist comments
- gangs
- bullying
- peer on peer abuse

Unacceptable behaviour of any kind is treated as serious. These cases will be investigated and actioned within 24 hours of the incident.

Temper tantrums and physical disputes must be dealt with and children restrained if necessary, in accordance with the policy for Physical Intervention.

## **4. Sanctions**

A quiet firm reprimand from a member of staff is expected to be enough to correct errant behaviour. However, if this fails to correct the behaviour of a child the following procedures may be adopted:

#### **4.1 In the classroom**

- giving of a red card\*

#### **4.2 In the playground**

- verbal warning given for any playground rules which are broken.
- persistent inappropriate behaviour may result in:
- issue of a red card\*
- letter/telephone call to parent from the Headteacher
- meeting with parent(s)
- other sanctions following discussion between parents, class teacher and Headteacher.
- in extreme circumstances, for instance cases of severe and persistent bullying, suspension/exclusion from school

#### **4.3 Outside school**

This policy gives that headteachers and their staff have the power to discipline pupils for their behaviour in school and, in some circumstances, outside of school\*? This includes the power to impose detention outside school hours and to confiscate\*\* pupils' property.

\*NB: The DfE guidance makes it clear that teachers may discipline pupils for non-criminal bad behaviour off-site for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

Confiscation includes items such as:

- returning items after a given period (e.g., items banned from school, such as mobile phones)
- destroying items (e.g., pornography, tobacco, alcohol)
- handing items to the police (e.g., banned substances, knives and weapons, stolen items)

The policy include cross-references to other school documentation, as follows:

- the anti-bullying policy
  - the policy on the use of reasonable force and other physical contact
  - a reference to "disciplinary action to be taken against pupils who are found to have made malicious accusations against school staff." (or a link to this statement in the safeguarding policy)
- The exclusion policy

## **5. Rewards**

### **5.1 In the classroom**

- praise from staff
- responsibilities given
- time in the classroom when good work and good behaviour are acknowledged with house points or green cards\*

- showing good work to Headteacher
- showing good work in school assembly

## **5.2 In the playground**

- house points/green cards\* can be given for particularly commendable behaviour.  
\*see red and green card policy.

## **6. Parents**

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

The school expects that parents will give their full support in dealing with their child's behaviour.

### **6.1 We ask parents:**

- to keep us informed of behaviour difficulties they may be experiencing at home.
- inform us of any trauma which may affect their child's performance or behaviour at school e.g., a death in the family.
- inform us about their child's ill health and any absences connected with it

### **6.2 The school will endeavour to achieve good home/school liaison by:**

- promoting a welcoming environment within the school
- giving parents regular constructive and positive comment on their child's work and behaviour
- encouraging parents to come into school on occasions other than parents' evenings.
- keeping parents informed of school activities by letter, newsletter etc.
- involving parents at an early stage in any disciplinary problems
- Parents will be informed about disciplinary issues at school and the rewards gained by their children for good behaviour. The school works in partnership with parents to achieve improvements in behaviour when their children do not maintain expected standards.
- Beyond this, does the school works in partnership with parents to achieve improvements in behaviour when their children do not maintain expected standards?

## **School Council**

The School Council will give pupils and staff the opportunity to discuss any issues arising from children's behaviour in school or on the playground.

## **SEND and behaviour.**

In the case of a child's behaviour being influenced by a special educational need, the school will make reasonable adjustments so far as practicable to accommodate the need. The school does however reserve the right to withhold places where it cannot reasonably meet the behavioural needs of a child.

This policy acknowledges its legal duties in respect of the Equality Act 2010 and Special Needs requirement with regards to the.

- Safeguarding of and respect for pupils with SEND
- Making reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND

That punishment should not breach any other legislation (for example in respect of disability, special educational needs, race, religion and other equalities and human rights) and it must be reasonable in all the circumstances.

Staff need to consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

### Safeguarding Links

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

When the needs arise the school works with other local agencies to assess the needs of pupils who display continuous disruptive behaviour, and liaison with such agencies to provide such pupils with support.

### Achieving positive behaviour in the EYFS

Our setting believes 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.

*Children need to learn 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, 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	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

### Procedures

In accordance to the Children Act 1989 in respect of corporal punishment, the school will ensure three following areas:

- a) corporal punishment is not used.
- b) or threatened,

nor any punishment which may adversely affect a child's well-being.

*All staff are responsible for supporting personal, social and emotional development, including issues concerning behaviour.*

- 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 setting.
- 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 setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - 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 key person. We work with parents to address recurring unacceptable 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 unacceptable behaviour.

- We require all staff, volunteers and students to use positive strategies for handling any unacceptable behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was 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 enough 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 in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for unacceptable behaviour.
- When children behave in unacceptable 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, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- 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. This applies to the whole school including EYFS.
- 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 our setting leader and are recorded in the child's personal file. The child's parent is 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 unacceptable behaviour.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of unacceptable behaviours.

*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 unacceptable 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 also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to 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 and strategies 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 as 'bullying'. 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.
- Therefore, 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 be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings 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. "When you hit Adam, it hurt him, and he didn't like that, and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now, and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. 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 close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- 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 can interpret and meet their needs – this may be in the home and it may also be in the setting;

- their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child must 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.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### *Bullying*

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.



This policy was adopted at a meeting of

Hopelands Preparatory School

Held on

Nov 2020

Date to be reviewed

Nov 2022

Signed on behalf of the senior management team



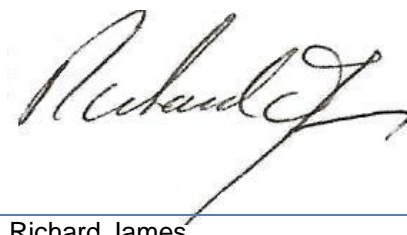
Name of signatory

Sheila Bradburn

Role of signatory

Head

Signed on behalf of the Governing Body



Name of signatory

Richard James

Role of signatory

Chair of Governors