

Behaviour Policy

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Behaviour Policy

1 Peter 3 v 8-9

“You must all have the same attitude and the same feelings; love one another as brothers, and be kind and humble with one another. Do not pay back evil for evil or cursing with cursing; instead pay back with a blessing because a blessing is what God promised to give you when He called you.”

School statement

Our vision is to enable pupils to become independent and engaged learners who see challenges as opportunities, all grounded on Christian values and a sense of social responsibility.

Our aim is to work in partnership with parents to lay foundations from which children will grow into happy, self-confident, well-adjusted individuals

We aim to nurture in each individual an awareness of their own attitudes, decisions and actions and recognition of their consequences

We recognise the impact that behaviour has in our school in determining and forming the whole school ethos.

Aims of the Policy

- To foster positive caring attitudes within the whole School community
- To encourage increasing independence and self-discipline
- To enable pupils to accept responsibility for their behaviour and understand and face the consequences of choices made
- To foster a positive and age appropriate approach to behaviour throughout the school, which is fully supported by staff, pupils, parents and governors
- To make boundaries of acceptable behaviour clear to ensure the safety and welfare of all pupils and staff
- To protect the quality of the learning environment at all times

Responsibilities

All members of the school community should be treated with kindness and respect, treating others as we would wish to be treated. This is fundamental to our Christian Ethos and a core British Value

- Pupils are encouraged to maintain high standards of positive behaviour for the benefit of themselves and the whole School community.
- Staff will provide a differentiated curriculum in a stimulating environment, reflecting the needs of individual pupils
- Staff will encourage and expect high standards of behaviour at all times and use the agreed rewards and sanctions clearly and consistently
- Pupils, staff and parents will work in partnership in order to promote high standards of behaviour
- Staff will deal with negative behaviour at the earliest possible opportunity
- Parents will be informed if there are any behavioural concerns
- Governors will work with staff to ensure adequate resources are in place, which support the behavioural needs of pupils in the School

As teachers, we recognise that children respect the guidance and directions given by adults. Children are aware of issues such as fairness and consistency, so our expectations of positive behaviour must remain consistent throughout the School to support their continued development and independence.

Staff can expect to receive full support when dealing with behavioural issues and should follow School procedures to redress misbehaviour into positive and meaningful behaviour.

We actively promote high expectations of children's behaviour by:

- Developing clear class or subject specific expectations which are clearly visible. In Reception and Pre-Prep these are referred to as 'Class Charters'
- Involving the pupils through form/tutor time discussions, Learning4Life and the School Council, in setting standards and commenting on appropriate sanctions.
- Encouraging harmony, and where disagreements exist, promoting tolerance of and respect for other people's points of view and beliefs
- Praising and rewarding positive behaviour both publicly and privately. This is done through the awarding of stickers for good behaviour and kindness, or mentioning it in chapel or a quiet word to the pupil concerned
- Discussing and helping pupils to take responsibility for actions and behaviour
- Setting standards of positive behaviour by example
- Being aware of the language of positive correction
- Giving attention for success and not failure
- Discussing incidents with pupils involved
- Teaching children the necessary skills and procedures to enable them, where possible, to resolve disagreements themselves
- Setting targets where appropriate and explaining what pupils need to do to reach them
- Following the agreed age appropriate School sanctions
- Drawing upon the expertise and support of staff members.
- Liaising and working with parents/carers
- Helping in the process of repairing and reconciling children's relationships, which may have broken down
- Ensuring that tasks set are meaningful and appropriate to the learning ability of the pupil
- Giving positive feedback to develop confidence and self-esteem
- Allowing pupils to play a meaningful role in the success and development of the School
- Allowing pupils access to staff members to talk openly and in confidence

General Guidelines

- Praise is the best motivator and also the best modifier of behaviour
- Good work and actions should be rewarded. Reinforce the pupil expectations using positive language, praising good behaviour and rewarding the pupils with stickers if appropriate
- Explain when behaviour is not appropriate without labelling or humiliating, which will enable a child to distinguish right from wrong
- It should be clear from our actions that it is the behaviour that is unacceptable and not the child
- Responses to pupils need to be clear, predictable and appropriately graduated
- Effective sanctions are imposed after a warning - sanctions or rules that are unfair, inconsistent or unpleasant tend to be counter productive
- Blanket or whole class sanctions are not to be as a general rule
- Responses to imposing sanctions need to be appropriate to the level of seriousness of the behaviour. There is a hierarchy of sanctions. (levels)
- Teachers may raise their voices at a class but will avoid shouting at a class or an individual child.

- Teachers need to be consistent in their approach to sanctions and behaviour issues
- The aim of a sanction is to encourage children to think about the consequences of their behaviour, to discourage future misbehaviour and to enable them to have the tools to change their behaviour.
- Behaviour guidelines are there to help children understand that, as in a sports match, rules are there to protect them as individuals and ensure their safety and wellbeing
- A class reward, such as marbles or pasta in jar, for excellent behaviour by the whole group is a good motivator where such a system is in operation
- Use behaviour report cards (**Appendix 6**) where such a system is in use, to make pupils (and their parents) aware of how their behaviour is viewed
- Use the language of expectation to comply – use “thank you” not “please”
- Disciplinary action will be taken against pupils found to have made malicious allegations against staff

See specific guidelines for general school behaviour – Appendix 1

Sanctions for Negative Behaviour

Following any of the sanctions below a pupil may be asked fill in an age appropriate behaviour Reflection Sheet. (**See Appendix 3**)

This will be done with the relevant teacher, Form Tutor or Section Head at the earliest convenient time. This time of reflection will enable the pupil to think about the consequences of their actions and find a positive way forward.

Hierarchy of sanctions, which may be used as appropriate.

1. Quiet word in lesson
2. Kept behind for discussion
3. Minutes off Privilege or Golden Time (Pre-Prep/Juniors), or Behaviour mark (Years 5 – 8)
4. Move to another seat or area of the classroom
5. Asked to return in break or rest to tidy, sort out, clean up, finish off incomplete work for a few minutes
6. Asked to leave the classroom or go to another member of staff's room
7. Asked to complete work in a “Catch up” session – usually during rest
8. Asked to go to their FormTeacher/Tutor or Head of Section for a discussion about behaviour and fill in a Reflection Sheet.
9. Parents phoned and asked to discuss behaviour with Form Teacher/Tutor and/or Head of Section or Headmaster – this may result in a report card (**See Appendix 6**) being issued to track behaviour in some or every lesson.
10. After school detention, usually on Friday with a Detention sheet to be filled in and discussed and ways forward devised. (**See Appendix 4**)
11. Loss of privileges - for example the right to go on a trip, use the computer room in free time or play in a match
12. Suspension for whole or part of a day/week – internal or external.
13. Exclusion for repeated negative behaviour which causes harm or damage to others with no sign of remorse or no improvement or for a one off very serious incident.
14. A Pastoral Care form may be used at any time to keep a record of behaviour incidents and actions (**Appendix 7**), as poor behaviour is often the result of an underlying pastoral concern
15. A log will be kept of all behaviour issues and actions taken



Below are specific guidelines for Conduct and Sanctions

Level 1 Issue

- Will be dealt with immediately by the teacher/supervisor taking the lesson or activity.
- If prep or class work needs to be done/redone staff will arrange for a catch up session in break.

Parents will be informed if there is a pattern of L1 issues.

L1 issues include:

- L = Late for Lesson or other Activities
- U = Uniform
- E = Equipment missing
- T = Talking out of turn
- O = Others (this will be specified)
- H = Homework not done or not completed properly
- C = Class work not done properly
- GB = General low level behaviour issues

Level 2 Issues - Reflection Sheet

- This will be dealt with immediately by the teacher/supervisor taking the lesson or activity or the Form Teacher/Tutor or Head of Section.
- A Reflection Sheet will be completed in break or rest with the supervising teacher or Form Teacher/Tutor.
- In Years 5 - 8 a Reflection Sheet will be completed at break or rest if a student has 4 behaviour marks
- A Reflection Sheet will be indicated on the behaviour log with the letter R. All Reflection Sheets should be given to the Deputy Head to file.

Parents will be contacted if Reflection Sheets have been issued.

L2 issues include:

- Disruption in class
- Unkind to other children
- Cheating (could be a L3 depending on circumstances)
- Four Level 1 issues in half a term
- Poor general behaviour around school
- 10 minutes off in 1 week (year 3 & 4)

Level 3 Issues – Friday After School

- Staff will refer the issue to Head of Section. (If serious the Deputy Head and/or Head will become involved.)
- In Years 3 – 8 a Friday detention will take place if a student has 3 reflection Sheets or 12 behaviour marks in half a term.
- In Years 7 & 8 a Friday detention will take place if a student has 8 behaviour marks in half a term, or if they have 5 behaviour marks for disrupting the learning environment. In this case a report card will automatically be issued.

L3 issues include:

- Persistent refusal to follow instructions
- Damage to property unless an accident
- Bullying including Cyberbullying (this links with the Anti-bullying policy)
- Negative / discriminatory comments regarding: sexual orientation, gender, transgender, race, disabilities (including Learning Difficulties) and sexual comments
- Intimidation by calling someone a “snitch” because they passed on information
- Year 3 – 8. Three Reflection Sheets in half a term
- Years 7 & 8. 8 behaviour marks in half a term or 5 for disrupting the learning environment
- Physical Aggression
- Debagging
- Very poor general behaviour in class resulting in removal from class

Parents will be contacted by the Head of Section or Form Teacher/Tutor about all Friday After School Detentions.

Some Level 3 issues may be of a very serious nature and warrant more than a Friday After School Detention. They could result in temporary or permanent exclusion. This is for the Headmaster to consider.

Level 4 Issues – Exclusion or Expulsion

- Staff will refer the issue to the Head of Section and Deputy Head, who will deal with the issues, along with the Headmaster.

Parents will be contacted and asked to meet the Deputy Head or Headmaster for all Exclusion and Expulsion incidents.

L4 issues as listed below are where exclusion or expulsion would be considered. There may be other incidents not listed below where a level 4 sanction is felt appropriate

- Intentional damage to property
- Continued targeted bullying and Cyber bullying. This may include bullying about: sexual orientation, gender, transgender, race, disabilities (including Learning Difficulties) and sexual comments.
- Theft from pupil or member of staff
- Possession of a knife or weapon
- Malicious accusations against staff
- Intentional Physical Aggression
- Acts of a sexual nature, including possession of pornographic images
- Possession or use of Cigarettes, e-Cigarettes, Alcohol or Drugs
- Repeated negative behaviour that has resulted in more than one Friday detention
- Serious intimidation of another student

Many of the issues listed above would result in the police and the Multi Agency Safeguarding Hub (MASH) being contacted. If a child is at risk of significant harm MASH will automatically be contacted by the DSL

At any level, if it is considered to be useful, a report card may be used to help monitor and encourage a positive change of behaviour

Behaviour Marks

Students in Years 5 – 8 will be given behaviour marks for minor misdemeanours, such as not handing in prep, arriving late for class or minor behaviour issues in class. These marks are recorded centrally so that tutors are aware of issues as they arise. Four behaviour marks in half a term will result in a Reflection Sheet. **(See Appendix 3)** Eight behaviour marks in half a term for a Year 7 or 8 student will result in a Friday After School Detention, as will 5 behaviour marks for disrupting the learning environment.

Reflection Sheets

These are used in all stages of the school for negative behaviour where a behaviour mark or minute off is not appropriate or as a result of multiple behaviour marks or minutes off. In such cases students discuss what happened with their Form Teacher/Tutor or Section Head and as a result of that discussion they will usually fill in an age appropriate Reflection Sheet. This can be adapted to suit the situation and may be completed by the student or by the staff member with input from the student depending on circumstance **(See Appendix 3)**. Three Reflection Sheets (years 3 – 8) in half a term result in a Friday After School detention, where a similar approach is taken. **(See Appendix 4)**



Recording of Sanctions

Minutes off, behaviour marks, Reflection Sheets, Friday Detentions, exclusion and expulsions are recorded on a spreadsheet. This information is used in order to pick up patterns of behaviour. It also allows us to address issues promptly and keep parents informed.

Searching, Screening and Confiscation

The Headmaster and any staff instructed by him can search a pupil for any item with that pupil's permission. The Headmaster and staff instructed by him can search a pupil without consent if it is thought that pupil is in possession of a prohibited item:

- Knife or weapon
- Illegal drugs, alcohol or tobacco
- Stolen items
- Pornographic material
- Fireworks
- Anything that is suspected to have been used, or could be used, to commit an offence or injure someone or damage property

The school staff can confiscate any of the prohibited items listed above or any item that is considered harmful or detrimental to school discipline.

School staff can also require a pupil to undergo screening by using a hand held metal detector without consent as it is the School's responsibility to ensure that the environment is safe for staff, pupils and visitors.

Corporal Punishment:

There is **NO** corporal punishment in the School.

Alongside this policy there is an additional EYFS Behaviour policy (Appendix 2).

This policy reflects the particular needs of children of this age and is also stored in the EYFS Policy Section.

Staff responsible

All staff are responsible for behaviour in their classrooms and throughout the School according to School policies, reporting to Heads of Section:

EYFS
Pre-Prep
Juniors
Middles
Seniors

Overall responsibility

Deputy Head
Headmaster



Key links policies:

Antibullying policy

Physical restraints policy

SEN Policy

Child Protection, Safeguarding and Welfare of Pupils Policy

Online Safety Pupils

PSHE Policy

Also refer to:

Behaviour and discipline in schools (Department for Education – January 2016)

Appendix 1

Guidelines for General School Behaviour – Pre-Prep and Prep School

In the Classroom

Start of lessons:

- Pupils should line up quietly outside the classroom.
- Pupils should enter the room and stand quietly behind their places. They should sit when told to do so by the teacher

During lessons:

- If visitors or a member of staff arrive it is up to the discretion of the teacher whether the class is encouraged to stand up for them.

End of lessons:

- Pupils should stand behind their chairs in silence
- Pupils should leave the room in an orderly manner
- If a pupil has to be kept behind by a member of staff a slip should be completed informing the next teacher of the reason for lateness.
- If a teacher has to leave but the class is remaining in the room, pupils should stand as the teacher leaves, sit and wait quietly for the next teacher, then stand when he or she arrives.

The class teacher deals with the day-to-day incidents in school, with no need for further action. Any ongoing or serious behavioural difficulties should be taken in the first instance to Section Heads and their section team for further discussion. A Behaviour Incident Form should be completed and given to the Deputy Head who must be notified (**Appendix 5**). It may be necessary to have a discussion with parents to advise and seek support to modify behaviour.

Specific pupils causing concern should be brought to the Pastoral staff meetings where a wider picture can be gained from the whole staff and further expertise and guidance given.

As a school we expect pupils to:

- Concentrate on what is being said and not to disrupt or distract others
- Put their hand up to ask appropriate questions
- Acknowledge a point being made before presenting their own
- Follow instructions and do what the teacher asks, completing any tasks set to the best of their ability
- Adhere to the class or subject specific classroom charter
- Ask for help if they cannot complete a task

Expected Behaviour around School

In the Corridors

- Walk sensibly in single file or pairs
- Hold doors open for others when possible
- Wait quietly in a line if waiting for a member of staff

In the Dining Room

- Staff will sit with pupils and encourage good table manners.
- Children should wait sensibly until told by a member of staff to collect their lunch
- They should queue for their lunch in an orderly fashion and select a balanced plate of food
- They should try to finish what is on their plate



- Everyone will keep silent during notices

In the Changing Rooms

- Wait quietly outside the changing room until instructed to enter by a member of staff
- Change quickly and quietly
- Put clothes away in a bag before and after an activity
- Be silent when a member of staff is giving instructions

Play Areas

- Show kindness to others
- Encourage others to join in their games
- Stay within the school boundaries
- Obey any instructions given by the member of staff on duty
- Report any incidents or bad and unsafe behaviour to duty staff
- Change shoes if playing outside and participating in sport or on the challenge course

EYFS – Nursery and Reception Behaviour Policy

Managing Feelings and Behaviour is an aspect of Learning and Development in the EYFS and therefore is a core element of the curriculum in Nursery and Reception. In the EYFS we teach and support learning and development in this area – not simply expect or require behaviours. We show a commitment to ensuring that children's behaviour is taught and managed effectively and in a manner appropriate for their stage of development and particular individual needs. We believe that children flourish best when their personal, social and emotional needs are understood. We recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children

Our aim is to work in partnership with parents to lay foundations from which children will grow into happy, self-confident, well-adjusted individuals. Parents will be informed if their child is persistently unkind to others or if their child has been upset. Parents will be asked to meet with staff to discuss their child's behaviour, so that if there are difficulties we can work together to ensure consistency between home and school.

We actively promote high expectations of children's behaviour:

- We organise the indoor and outdoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' of the immediate situation with support and comforting.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.

Children Under Three Years/At an Early Stage of Development

- 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 do this.
- Common inconsiderate or hurtful 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 involve parents and try to find out the underlying cause, such as change or upheaval at home, or frequent change of carers. Sometimes a child has not settled well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their Key Person, is building a strong relationship to provide security for the child.

Ways in which good behaviour is encouraged

- Key Person approach - each child is allocated a Key Person to build a strong relationship and provide security for the child.
- Feelings Area – a quiet area for the children to use.
- Flexible Rest time to reduce the impact of tiredness on behaviour.
- Visual Supports, e.g. visual timetable, end of activity prompts to highlight that an activity transition is due to take place, using Mr Potato Head as a visual prompt for good listening etc.
- We use praise specifically related to the children's actions and behaviour.
- If appropriate, we refocus the child's attention on another activity.

- We focus on activities and routines to encourage:
Sharing
Negotiation
Co-operation
- We encourage responsibility in caring for others and the environment helping with tidying/setting out activities/ lunchtime helper, snacks etc.
- We encourage positive behaviour through play and learning activities, circle time, stories, role-play, and puppets.
- We use persona dolls and puppets as a way to encourage children to develop empathy and challenge discrimination and unfairness.
- We use different strategies to reward positive behaviour – including ladders, stickers and certificates. Each child has their own ladder and moves up as a reward for positive behaviour; each child receives a certificate when at the top of the ladder. Reception children have 10 steps on their ladders. In the Nursery the children use the ladder system in the term prior to their transition to Reception, they have 5 steps on their ladders.
- We discuss with children what is acceptable behaviour in all areas of learning and experiences and write class rules.
- We encourage the children to express openly their feeling/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We help the children to develop assertive strategies.
- We support the children to resolve conflicts with other children.
- We encourage the children in Reception to think about positive ways that they may have handled a situation so that they have positive strategies to help them if the same situation arises again.
- We help to support the children's self-esteem by enabling them to be successful in play experiences and activities.

Unacceptable Behaviour

The aim in the EYFS is to practise good behaviour by operating a system of praise and reward. Most children respond to this positive approach; however there will be times when children's behaviour is not acceptable. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

The member of staff who is with the child at the time should initially deal with all behaviour management issues. If the issue is felt to require further action the child's Room Leader (Nursery) or Class Teacher (Reception) will be involved. In extreme circumstances it may involve the Head of EYFS (or another senior member of staff) being called to speak to the child.

When dealing with negative behaviour children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out'. However, if necessary, children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Strategies used by the Early Years Staff

- Get down to the child's level
- Try to maintain eye contact to emphasise that you are serious
- Use a firm and controlled voice rather than shouting
- Don't embarrass or humiliate the child
- Call a colleague to help if you feel yourself getting upset or angry
- Deal with behaviour immediately



Helping children manage frustration and resolve social conflicts is an area of PSED that is often particularly important in the Early Years. The School uses High Scope's six-step conflict resolution process to help children settle disputes and conflicts.

CONFLICT RESOLUTION STEPS USED IN THE EYFS

Step 1 Approach calmly, stopping any hurtful actions - place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.

Step 2 Acknowledge children's feelings - say something simple such as "You look really upset": let children know you need to hold any object in question.

Step 3 Gather information - ask "What's the problem?" Do not ask "why" questions as young children focus on what the problem is rather than understanding the reasons behind it.

Step 4 Restate the problem: "so the problem is" - use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.

Step 5 Ask for a solution and choose one together - ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.

Step 6 Be prepared to give follow-up support - acknowledge children's accomplishments, e.g. "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

We take all hurtful and bullying 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 always helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without awareness of the feelings of the person whom they have hurt. Bullying is deliberately hurtful or threatening behaviour towards another that is repeated, often over a period of time, by someone who has some sort of power over the other. If two children of equal 'power' or strength have an occasional disagreement or fight, this is not bullying.

- 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.
- 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.
- 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. 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 pre-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 taking turns develop. 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 using puppets and persona dolls. 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 encourage the children to say sorry and understand the meaning of their actions and words.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- Bullying behaviour is unacceptable to the School and will not be tolerated. In the case of serious or persistent bullying this will be recorded on the Bullying Incident Report Sheet. Parents of both parties will be informed and the School will work together with parents to resolve the issue.

‘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.

- We recognise that ‘rough and tumble’ play is normal for young children and acceptable within limits. We regard these kinds of play as pre-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 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.

Biting

Biting is part of a normal stage of development and is usually most common between 13 and 24 months of age. However it can be prevalent in children whose language skills are only just developing and can often be an expression of frustration that they have not yet acquired the skills to express what they are feeling. Sanctions applied in cases of biting will take into account the age and developmental stage of the individual child.

Staff maintain a close and constant supervision of children at all times but due to the speed and randomness with which biting incidents often occur, it is not always possible to prevent these from happening.

Procedures in the event of a child being bitten:

- The bitten child will be comforted immediately and the bitten area washed. Appropriate first aid action will be taken where deemed necessary.
- The biter will be spoken to in a manner which he or she can understand and will be redirected to other play.
- A report of the incident will be made on an incident form and the parents of both children will be notified of the incident.
- The confidentiality of all children involved will be maintained.
- We look at the context of each biting incident to see if a pattern can be identified, in an effort to prevent further biting behaviour.
- We work with each biting child on resolving conflict or frustration in an appropriate manner.

- If a child bites more than once a member of staff will shadow them for as long as is felt appropriate both to protect potential victims and to try to understand why the biting is happening.
- In cases where biting is persistent to the point of serious concern, we will enlist the help of other professionals, e.g. health visitor, speech and language therapist.

Managing Unacceptable Behaviour in the EYFS

Step 1

- We address unwanted behaviours using the agreed and consistently implemented initial intervention approach (High Scope 6). If the unwanted behaviour does not recur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the Key Person, the Head of EYFS and Learning Development, with the concern being noted. During the meeting the Key Person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to recur and remain a concern then the Key Person and Head of EYFS will liaise with parents to discuss possible reasons for the behaviour and agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the Head of EYFS or Learning Development will suggest using observations and discussions with the child e.g. to identify a trigger for the behaviour.
- If a trigger is identified then the Head of EYFS and Key Person will meet with the parents to plan support for the child through a Wave 1 Teaching Plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parents and incorporated into the plan. Other members of the staff team will be informed of the agreed actions and help implement them. The plan will be monitored and reviewed regularly by the Head of EYFS and Learning Development until improvement is noticed.

Step 2

- If, despite initial intervention the behaviour continues to occur or is of significant concern, then the Head of EYFS or Learning Development will invite the parents to a meeting to discuss external referral and plan next steps for supporting the child in the setting.
- The Head of EYFS may ask for the parents' permission to access external advice.
- Advice provided by external agencies will be incorporated into the child's Summary of Learning Profile (Wave 2) and regular multi-disciplinary meetings held to review the child's progress.
- **If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm we follow the School's Safeguarding Policy.**

Use of Physical Intervention (This is the term used in the EYFS Statutory Framework April 2017)

- The term 'Physical Intervention' is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down.
- Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention - to manage a child's behaviour. However 'A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary (EYFS Statutory Framework April 2017 Section 3.52.)

- If “physical intervention” has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible on an Early Years Physical Intervention Form (**Appendix 2A**). This states clearly when and how those with parental responsibility were informed about the incident and any views they have expressed.
- If, despite intervention, behaviour that requires physical intervention continues to occur then the Head of EYFS will invite parents to a meeting to discuss and agree a Risk Management Plan (**Appendix 2B**)
- **Corporal (physical) punishment of any kind will never be used or threatened.**

Linked to this policy are:

- Physical intervention form (**Appendix 2A**)
- Detailed Risk Management Plan (**Appendix 2B**)



Appendix 2A

Early Years Physical Intervention Form

Name of child involved in physical intervention		Date of incident Time of incident		
Name of person reporting incident				
Incident reported to				
Location				
Details of people involved, including those as witnesses				
Reason for use of physical intervention	Prevent injury to themselves	Prevent injury to others	Prevent damage to property	Other
Description of incident including attempts to de-escalate, duration and type of physical intervention used.				
Any injuries sustained, pupils or staff?				
When and how those with parental responsibility were informed about the incident and any views they have expressed.				
Report compiled by (signature)	Name and role			Date

This form need not be shown to parents as a matter of course but if it is, names of pupils should be removed and names of members of staff should only be included with their consent.



Appendix 2B

Detailed Risk Management Plan

Date: _____

Child's Name _____

D.O.B _____

Year Group _____

Is there a Healthcare Plan? Yes/No

Other relevant information

Activity /Routine	
Identification of Risk	
How likely is it that the risk will arise?	
If the risk arises who is likely to be injured or hurt?	
Views (of child, parent, practitioner, health professionals)	
Proactive intervention to prevent risk	
Actions to be taken if risk occurs <ul style="list-style-type: none"> - Early interventions to manage risk - Reactive interventions to responds to adverse outcomes 	
Proactive intervention to prevent risk	



Date plan agreed _____

Plan agreed by _____ **(Parent/Carer)**

Head of EYFS _____

Head of Room/Key Person _____

(Other appropriate setting staff) _____

Review date _____ **(Not more than 6 months ahead)**

Appendix 3

Reflection Sheet

Student's Name: _____ Teacher's Name: _____

Lesson: _____ Date: _____

Read this first

1. You have been give reflection time from the class to think about your behaviour and where it is taking you.
2. It is your job to work out, with your teacher, how to make better choices for the future.

Your job is now to:

1. Complete this sheet.
2. Discuss with your teacher your plan for your future behaviour.
3. Negotiate with your teacher until you are both satisfied with your plan for the future.

Reflecting on your behaviour

What were you doing or thinking to be given this Reflection Sheet?

What would the teacher say you were doing?

Is what you were doing or thinking:

- Respectful of the needs of others? Yes/No Why? Why not?

- Taking you in the direction you want to go? Yes/No Why? Why not?

- Improving the learning environment? Yes/No Why? Why not?

Are there better choices you could have made for your behaviour? Yes/No

List three things you will choose to do differently

1. _____
2. _____
3. _____

Do you need help with this plan? Yes No

If "yes", who could help you? _____

We agree this is a helpful plan for improving the situation.

Signed (Pupil) _____ Date _____



Reflection Sheet for Seniors

Student's Name: _____ Teacher's Name: _____

Lesson: _____ Date: _____

Reflecting on your behaviour

What were you doing or thinking to be given this Reflection Sheet?

1. _____
2. _____
3. _____
4. _____

Why was a behaviour mark given for these 4 things?

Is what you were doing or thinking:

- Respectful of the needs of others?

- Taking you in the direction you want to go?

- Improving the learning environment?

Do you feel anything about these behaviour marks is unfair?

Are there better choices you could have made for your behaviour? Yes/No

List three things you will choose to do differently

1. _____
2. _____
3. _____

Do you need help with this plan? Yes No

If "yes", who could help you? _____

We agree this is a helpful plan for improving the situation.

Signed (Pupil) _____ Date _____



Appendix 4 Detention Reflection Sheet

Name _____

Date _____

What happened to make me respond/behave in the way I did?

Why was what I did not right? Could it ever be right? Why? Why not?

What would I do differently if the same circumstances happened again?

What have I learnt from this? (Think about yourself and the person/people that were affected by your behaviour)

Why is it important to uphold the School's expectations?

What do I need to do now to restore the relationship? Or resolve the problem?

List 3 things you are going to do differently.

1. _____
2. _____
3. _____

Signed - person in detention

Signed - person taking detention

This sheet can be copied and one part can be given to the pupil.

The plan can be shared with the person or persons affected by the behaviour so they are aware of the changes this person is going to try to make.

The plan can be shared with parents or feedback given so they are aware of what has been discussed

A copy must be passed to the Deputy Head to be filed.

Appendix 5

BEHAVIOUR REPORT SHEET			
Name of person reporting behaviour:		Date:	
Name of people involved:		Location:	
Behaviour reported to:		Date reported:	
Details of people involved and actions:			
Type of behaviour (please tick):			
<input type="checkbox"/> Calling out <input type="checkbox"/> Distracting/disturbing learning environment <input type="checkbox"/> Not waiting sensibly outside classroom <input type="checkbox"/> Not completing preps or tasks (please delete) <input type="checkbox"/> Other (please specify)	<input type="checkbox"/> Unacceptable behaviour in Dining Room <input type="checkbox"/> Unacceptable behaviour in Changing Rooms <input type="checkbox"/> Unacceptable behaviour in Library <input type="checkbox"/> Unacceptable behaviour in/after/or during extracurricular clubs or prep		
Frequency of behaviour:	Checklist:		
<input type="checkbox"/> Once or twice <input type="checkbox"/> A few times in the last few weeks <input type="checkbox"/> Several times each week <input type="checkbox"/> Persisting throughout 2 months <input type="checkbox"/> Persisting for more than a year	<input type="checkbox"/> Parent/Carer informed <input type="checkbox"/> Form Teacher/Tutor informed <input type="checkbox"/> Discussed with people involved <input type="checkbox"/> Action discussed with victim and perpetrator	How informed: <i>(How informed could be by email, phone, memo or a meeting)</i>	
Details of sanctions agreed with person or people involved (and Parents/Carers):			
Signed by:	(Member of staff)		



Appendix 6

Week beginning

_____ is trying really hard to behave well, remain focused and complete the work set.

Please could you complete this giving immediate feedback on how the lesson went. Many thanks

1. Excellent Behaviour, on task throughout the lesson
2. Good Behaviour, on task for most of the lesson
3. Behaviour ok, but needed a few reminders to stay on task
4. Behaviour not great, needed lots of reminders to stay on task

Maths	English	etc.							

Pupil's comment

Tutor's comment



Appendix 7

Pastoral Care Form

Name of Child _____

Class _____

Please fill in brief details of pastoral issues

Date	Issue raised	Action taken

Behaviour Consequences in Pre-Prep

- Step 1 - Verbal warning
- Step 2 – 1 minute time out to reflect, followed up with discussion
- Step 3 – If appropriate miss 5 minutes of break to make up learning or hold hands with duty staff for 5 minutes if this happens at playtime.
- Step 4 – See Head of Pre-Prep or another teacher from same year group
- Step 5 – If behaviour incident significant then staff who dealt with it to complete behaviour sheet and send to the Deputy Head and inform Head of Pre-Prep and all parents of children involved
- Step 6 - If behaviour significant and appropriate complete reflection sheet

- Use restorative approach to resolve any conflict.



Hannah Laflin - Head of Pre-Prep
September 2018