



**RYDES HILL**  

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**PREPARATORY SCHOOL & NURSERY**

**Behaviour Policy**  
*This policy also applies to EYFS*

## Introduction

Rydes Hill Preparatory School and Nursery ("Rydes Hill") is part of Tormead Limited. We have high expectations regarding the behaviour of our pupils. Our ethos and values mean that there is little need for traditional 'discipline'. Positive behaviour is modelled by the staff in their relationships with one another as well as with the pupils and we encourage a culture of openness. However, on the rare occasions where sanctions are necessary, these are delivered fairly and proportionately, with pupils and parents informed promptly.

At Rydes Hill, corporal punishment is prohibited. Its use would ordinarily result in a crime being committed. Any threat to use it may constitute assault. This applies to all members of staff, including all those acting in loco parentis such as unpaid volunteers.

## Scope

This policy applies to all staff with responsibility for pupils. It covers all behaviour within school as well as conduct outside school when pupils are under school discipline, for example on a school-run visit. Under certain circumstances, sanctions may be applied for misbehaviour outside school.

## References

This policy has been drawn up with regard to the non-statutory advice Behaviour & Discipline in Schools (DfE 2016), Behaviour in schools: Advice for headteachers and school staff (September 2022) and statutory guidance Keeping Children Safe in Education.

## Promoting Good Behaviour

Positive behaviour is encouraged in a number of ways, including:

- The values of the school are made clear to all pupils
- Staff have good relationships with pupils which encourage open, honest discussion
- Staff model good behaviour to pupils
- Older pupils act as role models for younger pupils through their holding of positions of responsibility
- Pupils are expected to behave with mutual respect towards one another
- Visits to the head teacher or members of the senior leadership team
- Pupils are recognised in achievement assemblies for showing courage, creativity, communication, collaboration, curiosity and kindness.
- Pupils are publicly praised for good work or effort via assemblies or school communication.
- Effective academic tracking processes allow concerns to be identified and addressed swiftly and proactively
- PSHE lessons encourage appreciation of and respect for differences in others' lifestyles and choices
- Fundamental British Values are embedded in the curriculum, extra-curriculum, and ethos of the school as part of the Spiritual, Moral, Social and Cultural education we provide.

## Values

Rydes Hill's values are as follows:

- We treat everyone with respect and dignity
- We deliver academic excellence
- We enrich through a broad and varied curriculum
- We celebrate effort and achievement
- We bring out the best in our pupils
- We prepare our pupils for life beyond school

Our first Value is the one we consider most important: we treat everyone with respect and dignity. Our Values underpin all that we do and are made clear to the pupils by being listed in the Pupils' Code of Conduct and other locations around the School, including online.

## **Fundamental British Values**

The ethos at Rydes Hill is underpinned by the Fundamental British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and those without faith

These can be evidenced in lessons and schemes of work, extra-curricular activities and in our everyday conduct around the school.

## **Rewards**

At Rydes Hill, rewards are used positively to recognise and celebrate children's effort, good behaviour, and achievements in a way that is appropriate for younger pupils. Praise is used consistently to encourage children and reinforce positive choices, while stickers may be given as an immediate and tangible reward. Children's successes are shared with parents and carers to strengthen the partnership between home and school.

Achievements may also be recognised in achievement assemblies, through visits to the Head or members of the Senior Leadership Team, and by awarding house points, helping children to feel valued, motivated, and proud of their accomplishments.

## **Sanctions**

At Rydes Hill, behaviour is viewed as a form of communication. When children find it difficult to regulate their behaviour, staff will always seek to identify the underlying cause and respond with understanding and support. We pride ourselves on the strong relationships we build with children and their families and work in partnership to support each child positively. If a child is experiencing difficulties with behaviour regulation, parents will be informed at the end of the day and asked to reinforce the school rules at home.

Where a child's behaviour remains consistently unregulated, they may visit the Head or a member of the Senior Leadership Team. A meeting will then take place with the class teacher and the child's parents to agree consistent strategies to support the pupil's behaviour. This support will be monitored closely, with regular review meetings. If behaviour continues to decline or does not improve, a further meeting will be held with the parents, class teacher, and Head to discuss next steps.

Sanctions issued should be reasonable and proportionate to the misdemeanour and the pupil. A pupil should always be informed of the sanction being awarded. Schools should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this is the case, school staff should follow the Safeguarding policy and speak to the DSL.

## **Working with Parents/Carers**

To be successful in implementing positive behaviour of young children, we believe it is necessary to work closely in partnership with parents/carers. Regular, open communication is to the benefit of the child. If a child has a pattern of behaviour that causes concern, we will contact the parents/carers and meet together to agree an action plan for the child's development.

Parents are encouraged to contact their child's Key Worker if they have any concerns about supporting the personal, social and emotional development of their child.

## **Malicious Accusations Against Staff**

If an allegation against a member of staff is found to have been deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible. The DSL should also refer the matter to the local Children's Safeguarding Partnership to determine whether the child concerned is in need of services, or whether there are other mitigating circumstances that need to be considered.

## **Restraint**

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. If physical intervention is used to manage a child's behaviour this would be recorded and parents would be informed the same day.

Please refer to the Staff Code of Conduct for further guidance.

## **Bullying**

Rydes Hill is committed to providing a safe and secure environment which enables each pupil to learn and thrive in a relaxed and supportive atmosphere. Thus, bullying of any kind is unacceptable at our school. We are committed to promoting a positive culture where the pupils feel free of the fear of bullying, but also, in the rare instances where it should occur, confident about sharing any concerns which they may have about their own well-being or that of others, safe in the knowledge that they will be listened to, and the matter investigated and dealt with appropriately.

Please refer to the Anti-Bullying Policy for further guidance.

## **Sexual abuse and harassment**

Rydes Hill promotes and enforces a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made the false reports. The DSL shall be involved in this process.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **Behaviour in the Nursery**

The core school values are central to the expectations we have of children's behaviour at Rydes Hill. Staff in the Early Years will work with parents, learning support staff and other professionals if needed, to promote a consistent approach to reinforcing positive behaviour and for the benefit of a child's personal, social and emotional development.

We are committed to the emotional mental health and well-being of its staff, pupils and parents/carers. In the Nursery, we aim to

- Maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- Help children develop a sense of worth, identity and achievement
- Help all children to become self-regulated, able to accept responsibility for their own actions
- Develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We have clear systems and structures in place to support staff in knowing their pupils well. We are aware of the link between emotions and learning. Our approach to learning builds security through recognising strengths in learning and celebrates success leading to good classroom relationships. Our systems and structures make the school personal and provides the scaffolding for good learning and independence.

Positive encouragement of class and school expectations is given daily. We believe that good behaviour should be recognised and praised and this is done throughout the day by all the teachers and assistants. Stickers, incentive charts, and verbal praise are part of our daily practice.

Personal, social and emotional development (PSED) is at the core of our Early Years Curriculum. All Early Years children can contribute to their own class expectations and will have these explained to them regularly. It is important that all children are treated equally and that there is consistency and inclusivity in promoting positive behaviour.

The children are expected to listen to adults and to follow age-appropriate class rules to keep them and their peers safe.

They are also expected to learn to treat peers fairly and kindly and to share resources and the physical space. These expectations are shared with them on a regular basis in a manner appropriate to their development stage. British Values and Characteristics of Learning are used with the children to ensure that they feel heard, can contribute their own ideas to the planning of these rules and to encourage them to respect each other and to treat everyone fairly.

There are a number of techniques that are used to promote positive behaviour. We model many of these strategies and ensure that they are developmentally appropriate:

- Adults modelling positive behaviour
- Praise and reward for positive behaviour seen
- Teaching routines for certain activities- tidying up, sharing, home time, meal time, story time

etc.

- Each class has clear expectations relevant to the age of the child
- Prompting children to follow expectations and allowing time to talk, share and reflect on their emotions and behaviour
- Quiet resting areas within the classroom
- Talking about emotions when the need arises and in circle times
- Use stories and social stories to highlight behaviour expectations
- Using the ABC model as an observation tool to help understand the causes of behaviour
- Use of visual timetables, visual behaviour check-ins, sand timers and five-minute warnings to aid transitions. Visual charts are reset each day.

If a child's behaviour is inappropriate or continues to be so, there are a set of consequences. Staff ensure that the child understands that it is the behaviour and not the child that is disapproved of. Encouragement to make amends and comfort peers is often a first step.

If a child's behaviour continues to be of concern and the above strategies have not been effective, then a parent meeting will be arranged with the Nursery Manager along with the Key Worker. Agreed strategies will be discussed together to ensure that there is consistency between home and school.

A child will not be placed on time out or removed from any group or activity until a meeting has been had with parents. Any agreed time out used during the day will be communicated to the parent on the day with an explanation.

## **Policies**

This policy should be read in conjunction with our:

- Accessibility Policy
- Anti-Bullying Policy
- Pupils' E-Safety and Acceptable Use of Technology Policy
- Exclusions and Dismissals Policy
- Safeguarding Policy
- Special Educational Needs and Disability (SEND) Policy