

RYDES HILL PREPARATORY SCHOOL & NURSERY

P16 (ISI 9A) – BEHAVIOUR, REWARDS, SANCTIONS AND USE OF REASONABLE FORCE POLICY



RYDES HILL

PREPARATORY SCHOOL & NURSERY

CHILDREN'S MISSION STATEMENT

Think deeply, live wisely, love generously

MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the school on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what the school stands for and all are encouraged and challenged to be the best they can be.

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Reviewed By :	Vanessa Wood – Deputy Head Pastoral	7 th October 2020
Approved By :	SLT	13 th October 2020
Governor Review By :	Not required	

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Revision History

Revision	Paragraph Number	Revision
October 2011		New Document
October 2012		Update
October 2013		Update
October 2014		Update
October 2015		Update
October 2016		Update
December 2017		Update
January 2018		Update
March 2019		Update
September 2020	17	Reference to kindness board removed
November 2021	5 21	Addition of “including cyber bullying, prejudice-based and discriminatory bullying” New paragraph “The School rejects the use of corporal punishment”.

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
DfE	Department for Education
Protected Characteristic	Characteristics protected by the Equality Act 2010 include :- <ul style="list-style-type: none"> Age, disability including SEN, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
SEN	Special Educational Needs – including by not limited to:- <ul style="list-style-type: none"> Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD), Conduct Disorder (CD), Oppositional Defiance Disorder (ODD), Autism & Asperger’s Syndrome

Aim / Objective / Statement of Intent

This policy applies to the whole school including EYFS and should be read in conjunction with P02 Exclusions Policy, P04 Safeguarding Policy and the Parent Handbook.

1. This policy sets out the behaviour expected, the rewards to be given for excellent behaviour and the sanctions available should behaviour fall below the expected standard. It provides a clear framework that pupils, parents and staff should adhere to.

Introduction

2. Rydes Hill Preparatory School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop the qualities of team-work and leadership through our extensive programme of extra-curricular activities.
3. Rydes Hill Preparatory School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

Behaviour

Code of Conduct

4. Rydes Hill Preparatory School community of Governors, staff, parents and pupils adhere to a code of conduct, rather than to lists of rules. The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.
5. We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's rules.
6. Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying, including cyber bullying, prejudice-based and discriminatory bullying, will not be tolerated. Our Anti-bullying Policy (P01) is available on request from the School Office and is available on the school Website. The school is strongly committed to promoting equal opportunities for all in line with the requirements of the Equality Act 2010 including all **Protected Characteristics** specified therein.

7. We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Involvement of Parents and Guardians

8. Parents and Guardians who accept a place for their child at Rydes Hill Preparatory School undertake to uphold the school's policies and procedures, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.
9. The School must be notified in writing in advance if a pupil is to be absent from School for any reason other than illness. This includes for pre-arranged medical appointments, exam entry for other schools etc. Where a pupil is unwell and unable to attend School, parents/guardians should notify the School by 8.20am on each day of absence by either telephoning or emailing the school office or by using the notification system in ParentMail. If we have not received notification by the time the registers are completed and the pupil has been marked as absent, we will telephone the parent/guardian to ascertain the reason for pupil absence. This is in line with the School's Safeguarding Policy (P04).
10. We expect parents/guardians to arrange routine appointments such as dental check-ups, immunisations etc outside of school hours wherever possible but understand that appointments with medical professionals cannot always be arranged in this manner. Please therefore ensure that as much notice as possible is provided to the school so that alternative arrangements for completing work, rearranging peripatetic lessons, or providing instruction on homework can be made. The school should be notified in writing by sending an email to the school office or by using the notification system in ParentMail. Please also note that it is the Governor's policy not to allow holiday to be taken during term. However, in exceptional circumstances this may be given. Written permission must be obtained from the Headmistress, in advance of making any holiday arrangements. As much notice as possible should be provided to the school so that alternative arrangements for completing work or rearranging peripatetic lessons can be made where necessary.
11. All pupils of statutory school age (5+) should maintain an attendance figure of 90% or higher. Attendance for all pupils will be reviewed at the end of each term and parents/guardians of children who fall below 90% will be contacted by the Headmistress to arrange a meeting to discuss how to improve the child's attendance. Parents/Guardians should be aware that poor attendance has a detrimental effect not only on their own child's education but of all the children in the class as a great deal of input needs to be given when the absent child returns to school in order for them to catch up. If this is the case, the additional support needed will fall under our chargeable

1:1 support fees. (Please refer to our fee schedule for further information). In unavoidable circumstances (e.g. long term illness), allowances will be made for poor attendance.

Involvement with Pupils

12. Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them such as in School Council Meetings, which take place every term.

School Rules

13. The School's rules are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. The School Guidelines on General Behaviour are also set out in the Parent Handbook and may change from time to time. Parents and Guardians undertake to support the authority of the Headmistress in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.
14. The Headmistress for her part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Further details are available in our Exclusions Policy (P2) which is available on request from the School Office or via our school website.

Teaching and Learning

15. Rydes Hill Preparatory School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements inside or outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard. Where pupils require additional support be it with academic study or pastoral care, we are able to offer this to them. There is an additional fee for some small group and 1:1 support. Please see our fee schedule for further information.

Rewards

16. At Rydes Hill Preparatory School, we encourage the establishment of good teacher/pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment.
17. Our system of rewards includes:
 - Verbal praise and written praise for good work;

- Stickers, star badges, Achievement Book, smiley faces etc. (dependent on year group)
- Weekly Excellent Conduct and Excellent Work Achievement Awards
- Weekly Subject Achievement Awards including Ballet, French, Music, RE, Science, PE, Kindness and a Special Girdle
- Annual Subject, Year Group and Class Prizes
- House Team Points
- Posting certificates, photographs and information on out-of-school achievements on the noticeboards in school, in the school newsletter, on the school website and social media channels, (where relevant permissions have been given) and praising them in whole school assembly

Sanctions

18. The teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, late or poorly completed work, poor playground etiquette, taunting or low level single incidents such as an isolated case of “sending someone to Coventry”.
19. Whilst poor behaviour can never be excused, the pupil will be given the opportunity to explain the reasons for their behaviour. Disruptive behaviour can be an indication of unmet needs. If there are any concerns at all in this regard, the class teacher should choose not to impose any disciplinary measures in the first instance but instead discuss the matter with the Deputy Head (Pastoral) and/or the child’s parents if appropriate.
20. Minor indiscipline in class or other minor misdemeanours such as failing to complete homework or classwork, may lead to a pupil being told to attend a session in the Reflection Room. This will normally take place during their lunchbreak and for a period not exceeding 30 minutes. During this period, a member of SLT will discuss the behaviour with the pupil and provide academic or pastoral support as required. This may be reported to the parents depending on the nature of the behaviour and whether a pattern of behaviour emerges. A written record of pupils sent to Reflection, the reasons why they were sent and the member of SLT supervising Reflection will be kept. Where there are three such incidents in one term, the class teacher will approach the Pastoral Deputy Head who will contact the child’s parents and meet with them to discuss strategies to support the child. Being sent to the Reflection Room is not to be used by teachers as a punishment for poor behaviour but is to provide an opportunity for the pupil to quietly reflect on behaviour which falls below the expected standard and to receive support and guidance.
21. The School rejects the use of corporal punishment.
22. If children have difficulty following School and/or class rules and positive reward strategies to encourage better behaviour have already been put in place, then staff will follow these more specific procedures for each Section/Year Group:

For Nursery and Kindergarten

- Disagreements are resolved immediately with adult intervention. Pupils may be given a short period of “time-out” where they will be required to sit on a designated blue chair. Nursery staff will explain clearly and simply what behaviour was unacceptable and how long they must sit on the chair. When the time has passed the same staff member will return to the child, repeat to them why the behaviour was unacceptable and then ensure they re-join the activities taking place.
- If negative behaviour continues, parents will be asked to meet and discuss strategies to resolve the issue with the class teacher.

For Key Stage 1 (Years 1 & 2) Lower and Upper Transition

- Initially, verbal warnings will be given.
- If behaviour continues, pupils will lose their morning break time.
- Children will then lose their lunch playtime if behaviour continues to occur.
- If the behaviour persists, the teacher will inform parents and will agree with them on a strategy to address the issue.

For Key Stage 2 (Years 3 to 6) Lower, Middle, Higher Preparatory & Form One

- Initially, verbal warnings will be given by the class teacher. Class teachers will use own sanctions systems within the classroom e.g. loss of House points, loss of privileges.
- If the child continues to misbehave, they will miss their break and will be given an appropriate piece of work to complete during that time.
- As in Key Stage 1, if a child is persistently misbehaving, the teacher will inform parents and will agree with them on a strategy to address the issue.

23. More serious misdemeanours are reported to the Deputy Heads Academic/Pastoral and the Headmistress and may be discussed with the parents. Pupils may be sent to the Headmistress and may be required to spend their break time or lunch time in her office. Older pupils may also lose their Prefect or Responsibility Badges.

24. Persistent lateness will be reported to the Deputy Heads Academic/Pastoral.

25. Persistent poor academic performance will be reported to the Deputy heads Academic/Pastoral and a strategy to help will be discussed by the staff team.

26. Deliberately missing a lesson or becoming seriously behind in work will result in the parents being invited to School for a meeting with the Deputy Heads Academic/Pastoral and teacher to discuss this.

27. The Headmistress may suspend a pupil, for a period of between 24 hours and 5 days for serious indiscipline, or less serious offences, where repeated punishment has proved ineffective. If suspension is ineffective, the school may be forced to exclude the pupil, or

to require him/her to leave the school under the procedure described in our Exclusions Policy (P2).

Use of Reasonable Force

28. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
29. Force is usually used either to control or restrain and must be reasonable in the circumstances. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
30. 'Reasonable in the circumstances' means using no more force than is needed. The minimum reasonable force should always be used for the minimum time. Where required, colleagues should help; other pupils should never be involved.
31. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
32. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
33. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
34. Staff might use reasonable force to:
 - Remove disruptive children from the classroom where they refused to follow an instruction;
 - Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - Restrain a pupil at risk of harming themselves through physical outbursts.
35. Staff cannot use force as a punishment – it is always unlawful to use force as a punishment.
36. This power applies to any member of staff at the school. It can also apply to people whom the Headmistress has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

37. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff should take into account their physical capabilities and any medical conditions in deciding whether or not to intervene.
38. Immediately following any such incident, the member of staff concerned should inform the Headmistress, or in her absence one of the Deputy Heads, and complete an incident report. For any serious incident, the member of staff and Headmistress should inform the pupil's parents. To determine if an incident is serious, the school should consider the pupil's behaviour and level of risk at the time of the incident, degree of force used, the pupil's age and the effect on both the pupil and member of staff. It may also be necessary to complete a formal written risk assessment relating to the child. Any written risk assessment will be shared with Parents and all relevant staff.
39. The Headmistress should be immediately informed of any complaints and they should be thoroughly, speedily and appropriately investigated.
40. Suspension must not be an automatic response when a member of staff has been accused of using excessive force. The School will carefully consider whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

Searching & Confiscation

41. Pupils are discouraged from bringing any items into School which are not required for the purposes of their education. If pupils bring additional items into School and do not put them away when asked to do so, items may be confiscated by staff until the end of the day. If the pupil brings the item in again, then parents will be informed and told that the item must not be brought into School again.
42. There may be occasions where it is necessary for a staff member to ask a pupil or group of pupils, to empty their desks, turn out pockets or to empty their school bags. Where a pupil refuses to do so, the child's parent(s) will be called.

For more details on the use of reasonable force please refer to the Department for Education's guidance on "Use of reasonable force – Advice for head teachers, staff and governing bodies (July 2013)"

Complaints

43. We hope you and your child do not have any complaints about the operation of our behaviour policy. Should you wish to raise a complaint please follow the process as outlined in P39 Complaints Policy. A copy of this policy is available on request from the School Office or via our School website.