

# HEMDEAN HOUSE SCHOOL

## CAVERSHAM

Last Updated: August 2020  
Review Date: August 2021

## **Behaviour Management Policy**

### **Introduction**

All children are unique and we believe this is the key to understanding, acknowledging and acting on children's behaviour. We commit to supporting and caring for children and their families based on their individual needs.

Expectations of children are realistic and achievable; we aspire for children to demonstrate socially acceptable behaviour, having respect for themselves and all others.

We recognise there are reasons for the way in which a child behaves and endeavour to establish these in conjunction with supporting the child and their family.

### **Aims**

- Parents and carers understand and share our approach to behaviour to ensure consistency for the child at home as well as at Hemdean House School
- Children understand the expectations, rules and boundaries within Hemdean House School
- Children treat themselves, peers and adults with respect
- Children are polite and well mannered
- Children are confident with a high self-esteem, self-discipline and independence
- All undesired or concerning behaviour will be identified and addressed
- To provide the basis for the development of a positive, whole-Hemdean House School, ethos towards behaviour
- Create an environment which encourages and reinforces good behaviour
- Define acceptable standards of behaviour
- Encourage consistency of response to both positive and negative behaviour
- Ensure that the school's expectations and strategies are widely known and understood
- Provide guidance and support for staff when dealing with inappropriate behaviour

### **Standards of Behaviour**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations, which are either fulfilled, or not. Thus, Hemdean House School has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and

development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to Hemdean House School a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Hemdean House School we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

## **Physical Intervention**

We only use physical intervention if it is necessary to prevent personal injury to a child or an adult. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents/guardians of the child will be informed about it on the same day. **If possible PPE to be worn due to COVID-19 but the immediate safety of those concerned should not be compromised.**

## **Legislation**

The Children Act 1989 and 2004, Every Child Matters 2004, the Child Care Act 2006, the Statutory Framework for the Early Years Foundation Stage and Practice Guidance for the Early Years Foundation Stage 2014, Equality Act 2010, Children and Families Act and the UN Convention for the Rights of Children, UNICEF 1989 prohibit the following:

- Smacking and hitting
- The use of any type of physical force/corporal punishment
- The threat of physical force/corporal punishment as a deterrent
- Shouting at a child (exceptions are only accepted if raised voices are used to prevent harm or to ensure safety of children)
- Bullying children as a form of discipline
- Humiliating children as a form of discipline
- Direct and hurtful criticism
- Unnecessary criticism
- Insulting a child
- Cruelty to children
- Withholding food/milk/drinks or forcing children to ingest anything they don't want to

## **Roles and responsibilities**

- All members of The Governing Body understand and fulfil their responsibilities namely to promote good behaviour amongst pupils by ensuring that:
  - A written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupils misbehaviour
  - The policy is implemented effectively
  - A record is kept of the sanctions imposed upon pupils for serious misbehaviour
- The Head Teacher will:

- Work with all members of Hemdean House community to ensure high standards of behaviour at all times.
- It is expected that Staff will:
  - Ensure that all students receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials
  - Ensure that lesson objectives and work requirements are clearly set out and progress is monitored carefully
  - Ensure that lessons start and end on time
  - Ensure that students are emotionally and physically safe in Hemdean House
  - Make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable
  - Challenge inappropriate/unacceptable behaviour
  - Staff members are expected to demonstrate to students courteous, considerate, polite and pleasant behaviour at all times, and never use any form of abusive or humiliating remarks. In other words, they are expected to be good role models
  - Staff should use restraint only in lawful circumstances, for example to prevent pupils from hurting themselves or others
  - Staff should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional development opportunities
  - When observing behaviour Safeguarding will be considered
  - Staff are sensitive, patient, understanding and calm
  - Children and their families are treated with utmost respect and dignity
  - Staff will use constructive positive direction/instruction and not highlight what they are not doing but what they can do and what would like to be seen
  - We talk to the children at their level and when drawing a conversation to a close staff will always confirm a child understands, and they know they are still cared for
  - Children are given praise and encouragement for their behaviour and achievements
  - All staff will communicate effectively with one another in order to operate and practice consistently, ensuring all children's behaviour is managed consistently throughout Hemdean House School
  - Make reasonable adjustments under the Equality Act 2010 for pupils with special educational needs and disabilities.
- It is expected that pupils will:
  - Be punctual, wear School uniform, wear suitable shoes be organised and have the appropriate equipment for lessons
  - Do their best at all times, take pride in their work, value education and develop a love for learning
  - Show respect, care and consideration to others
  - Listen when staff and other children are talking
  - Show respect for the Hemdean House environment
  - Follow Hemdean House's rules and expectations
  - **Follow the additional procedures due to COVID-19**

- It is expected that Parents/Carers will:
  - Ensure that their child (ren) arrive on time
  - Ensure that their child wears Hemdean House School uniform and has the correct equipment for all of their lessons
  - Contact Hemdean House School if their child is absent or late
  - Ensure their child behaves appropriately whilst at Hemdean House School
  - Support the Staff if sanctions are applied to their child for inappropriate or unacceptable behaviour
  - **Discuss the additional procedures due to COVID-19**

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Record keeping through the children's profiles can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Constructive criticism should be a private matter between teacher and child to avoid resentment.

## **Lunchtime Behaviour**

Lunch Supervisors play a major role in managing pupil behaviour outside the classroom and will be supported by the SLT when necessary.

## **Child Centred Initiatives**

The Head and SLT are tasked with keeping a check on new children, to devise rules for behaviour around school, in the dining room, in assembly and outside, to deal with minor cases of negative behaviour and to report any such behaviour to a member of the Senior Leadership team.

Children may suggest ways in which the Hemdean House community can run effectively and happily for all.

At the beginning of each school year, pupils set their class rules together with their class teacher. Any specific child abuse issues must be referred immediately.

## **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

□ Rules and procedures should:

- Be kept to a necessary minimum
- Be positively stated, telling the children what to do rather than what not to do
- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced
- Promote the idea that every member of the school has responsibilities towards the whole

## **Rewards and Sanctions**

Throughout each week, pupils from every year group receive smiley faces.

Smiley faces are given out during the week for good work, kindness, manners and general helpfulness in class. These are collected for each child and counted up at the end of the week. The child with the most in each year group is awarded a sticker on their sticker card. When the child's sticker card is complete, they will receive a small gift.

In the early years a cube system is in place. The children collect cubes for good behaviour, trying their best, kindness and working hard. At the end of the week, the children count their cubes and a small prize is awarded for the winner.

In each year group, a 'star of the week' is awarded. This will be given to a child that has made a special achievement during the week. They will then be awarded a star badge of which they will wear for the week.

Our emphasis is on rewarding good behaviour rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

□ Recognition is also given through the following immediate rewards:

- Verbal praise
- Smiley faces

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Hemdean House community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

□ The use of sanction should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required in the future
- Group punishment should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- The punishment should always be proportionate to the behaviour exhibited and must not discriminate against any individual child

Sanctions include expressions of disapproval, time out, withdrawal of privileges, referral to a member of the Senior Leadership team and communication with parents. Ultimately, and in the last resort, exclusion (following Hemdean House School's discipline procedure). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

The Deputy Head Teacher will arrange weekly meetings with the children that are displaying frequent disruptive behaviour.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole Hemdean House procedures should take place to eliminate these as contributory factors. A special behaviour plan may be needed, written with additional specialist help and advice from the Educational Psychologist or the SENCO. This possibility should be discussed with the Head Teacher.

Minor issues of poor behaviour will be communicated to parents via a child's School diary. Parents will be spoken to if a behavioural issue is more serious. In the rare cases where a misdemeanour is not serious; but, the subject matter of the misbehaviour is sensitive and potentially inflammatory (e.g. sexism, racism etc.), parents will be spoken to directly rather than a giving written message in a child's diary.

Advice may be sort from outside professionals and a behaviour plan written if a child is persistently offending despite following these procedures consistently.

## **Procedures for Exclusion**

An exclusion of a pupil is normally a temporary period of enforced absence away from Hemdean House School after which time the pupil is expected to return. The sanction may be used to allow time for: a full investigation to take place, involved parties to have the opportunity to reflect on their behaviour, as a sanction when other sanctions have proved ineffective, and/or as a deterrent to the pupil and/or others.

Prior to excluding a pupil the Head Teacher will ensure that a proper investigation is carried out, consider all the evidence collected, take a full statement from the pupil(s) concerned allowing them the opportunity to present his/their version of events, attempt to ascertain that a full and fair picture of the background to the event(s) has been given, and consult with others where necessary.

The Head Teacher is the only person with the legal power to exclude a pupil. Exclusions will normally be for a period of not less than one day and not more than forty-five days in a traditional school year. The Chair of Governors will be informed of any exclusion.

Upon returning from a period of exclusion the behaviour of the pupil will be monitored and behaviour management strategies implemented to assist in improving the pupil's behaviour. Where a pupil's behaviour continues to be unacceptable a further period of exclusion may be utilised and, in the last resort where there appears little prospect of improvement or where the behaviour is sufficiently poor, permanent exclusion may be considered by the Head Teacher.

The parents of a pupil have the right to appeal against any decision by the Head to exclude their child. Any appeal must be put in writing to the Chair of Governors within 2 days of the exclusion being given.

## **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in Hemdean House School are aware of those concerns, and of the steps that are being taken in response. The key professional in this process of communication is the child's key person or class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of Hemdean House School life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if Hemdean House School requires their support in dealing with difficult issues of unacceptable behaviour.

Hemdean House School will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

## **Links with other School policies**

This policy only works if it ensures that the whole school community understands the steps that need to be taken to respond to support behaviour management.

□ This policy also needs to be read in conjunction with the following policies:

- Safeguarding Policy

- Anti-bullying Policy
- Equal Opportunities Policy
- Staff Behaviour and Code of Conduct
- COVID-19 procedures

## Monitoring and Evaluation

□ The Head Teacher will evaluate the impact of this policy by analysing pupil data on:

- Number and range of rewards for good behaviour each term
- Number of fixed-term and permanent exclusions
- Number of lesser sanctions and other analysis of behaviour
- Instances of bullying and action taken
- Support provided for the victims

This policy will be reviewed at least annually, taking into account feedback sought from the staff and parents on the effectiveness of the policy.

## Biting

Biting is fairly common amongst young children and it is one of the things that concerns adults the most. Biting is often very painful and frightening for the child who is bitten. Biting can make the child who bites feel very powerful because of the strong reaction that it brings. This power can be frightening for the children because they need to feel secure that their feelings can be controlled. It happens for different reasons with different children and under different circumstances. The first step in learning to control it is to look at why it may be happening. Practitioners will work with parents to help identify strategies in order to support the child.

□ Why children bite:

- **Exploration:** Babies and toddlers learn by touching, smelling, hearing and tasting. If you give a baby a toy, one of the first places it goes to is the mouth. Tasting or "mouthing" objects is something that all children do. Young children do not always understand the difference between gnawing on a toy and biting someone
- **Teething:** Children begin teething around the ages of four to seven months. Swelling gums can be tender and can cause a great deal of discomfort. Babies sometimes find relief from this discomfort by chewing on something. Sometimes the object they chew is a real person! Children this age do not truly understand the difference between chewing on a person or a toy
- **Cause and effect:** Around the age of 12 months, babies become interested in finding out what happens when they do something. They bang a spoon on the table and discover that it makes a loud sound. They drop a toy from their cot and discover that it falls. They may also discover that when they bite someone, they get a reaction
- **Attention:** Older toddlers may sometimes bite to get attention. When children are in situations where they feel that they are not receiving enough attention they often find a way to make others sit up and take notice. Being ignored is not fun! Biting is a quick way to become the centre of attention - even if it is negative attention
- **Imitation:** Older toddlers love to imitate others. Watching others and trying to do what they do is a great way to learn things. Some children see others bite and decide to try it out themselves

- **Independence:** Toddlers are trying so hard to be independent - "mine" and "me do it" are favourite words. Learning to do things independently, making choices, and needing control over a situation are part of growing up. Biting is a powerful way to control others. If you want a toy or want a playmate to leave you alone or move out of your way, it is a quick way to get what you want
- **Frustration:** Young children experience a lot of frustration. Growing up is a struggle. Drinking from a cup is great, yet nursing or sucking from a bottle is also wonderful. Sometimes it would be nice to remain a baby! Toddlers do not always have good control over their bodies. A loving pat sometimes turns into a push. Toddlers cannot always express themselves. They sometimes experience difficulty in asking for things or requesting help. They have not yet learned how to interact with others. At times, when they are unable to find the words to express their feelings, they resort to hitting, pushing, or biting
- **Stress:** A child's world can be stressful too. A lack of interesting things to do, or insufficient interaction with adults can be stressful for children. Children also experience traumatic events in their lives, such as bereavement, moving to a new home, or even starting a new nursery. Biting is one way to express feelings and relieve tension. Young children are not always able to fully understand what they are feeling, they just act

### What we can do

- Use the who, what, when and where method to pinpoint the problem:
  - Who was involved?
  - What happened before or after? How was the situation handled?
  - When did the biting occur?
  - Where did it happen?

### Prevention

- If the child seems to bite when tired or hungry, you may want to look at your daily routine to be sure that s/he is getting enough sleep and nourishment
- Try to keep group play to short periods and small groups. Watch for situations where two children might want the same toy. For example, if the biting occurs when two children are fighting over a toy telephone, you may want to purchase a second one or perhaps try to distract them before a potential biting situation arises. It is not always possible to make very young children share. Toddlers do not necessarily have the skills to negotiate or understand another child's perspective
- Children in this situation need close adult supervision, especially if they are known to bite
- If attention seems to be the main reason for biting, try to spend time with the child and praise them when they are doing more positive things. If the child is experiencing a stressful family or care giving situation, you will want to make everyday life as supportive and normal as possible. Predictable meals and bedtimes and extra time with a loving adult can help. Often, experiences like rolling, squishing, and pounding play dough or relaxing, splashing and playing in water are a great way to relieve tension
- If a bite occurs remove the biter swiftly and follow the School's Behaviour Procedure
- When a bite occurs lavish your attention and care to the child who has been bitten - allow the child who bit to witness this comforting process
- Log the incident and look for patterns. Demonstrate alternative strategies to the child e.g. showing them how to negotiate for play things or how to express emotions safely

- If the biting re-occurs, you will need to shadow the biter to prevent any more incidents
- Shadowing will also allow the staff to observe the biter more closely, and help engage them in meaningful activities. The member of staff responsible for shadowing must be particularly vigilant at the key times already identified. However even with the best supervision, unless it is one-to-one, will not prevent some children from getting bitten
- Inform the Head Teacher or Deputy Head Teacher of any bite that happens
- Inform both sets of parents when they come to pick their child up on the same day. Due to the confidentiality policy, you are not able to name the biter
- If a child continues to bite, identify a pattern using the log and draw up an action plan. (Use initial action form attached with the policy). A copy of which can be given to staff and parents. The action plan cannot be given to the parents of the bitten child however they would need their own plan of action to reassure them of our competence
- It is important that any concerns raised by either set of parents are responded to promptly

### **In Summary**

- Log each biting incident
- Inform the Head Teacher or Deputy Head Teacher
- Look for a pattern
- Inform both sets of parents
- Draw up an action plan, using the logged incidents and parent's insight into their child's behaviour
- Remember to keep monitoring the children's behaviour