

**BEHAVIOUR POLICY  
(UPDATED Spring Term 2024)**

*Nisi Dominus Frustra* - Without the Lord, everything is in vain

**MISSION STATEMENT**

- A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

**AIMS**

- Working with integrity your child will:
- Be inspired to develop confidence to thrive in all areas of our rich curriculum.
- Foster the skills and talents which enable them to organise their learning and plan to achieve success.
- Demonstrate persistence to flourish in the face of challenge.
- Show resilience and learn from difficult situations.
- Get along with others, work collaboratively and accept everyone.

**Introduction**

Rose Hill School recognises that good behaviour is more likely to be achieved when pupils are happy, engaged and inspired, have positive relationships with those around them and are able to maximise their potential. We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential as outlined in The Rose Hill Promise. To this end we seek to ensure that Rose Hill School is a place where everyone feels happy, safe and secure and we aim to provide a caring environment in which all pupils are treated fairly, and with respect and understanding. In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Rose Hill School does not permit corporal punishment during any activity whether on or off the school premises. This policy applies to all pupils, including EYFS, when on the school premises, or in the care of the school, or wearing the school uniform, or otherwise representing the school or associated with the school, for example on a school trip or visit. It is available to all interested parties (including volunteers and those supervising co-curricular activities or accompanying school trips) via the school's website or on request from the School Office.

The Head is responsible for overseeing the management of behaviour issues. Imogen Scarbrough, Assistant Head (Pastoral) is responsible for the day-to-day management of behaviour issues, recording low level concerns and including implementing sanctions for low level matters.

There is an expectation that parents share with the school any concerns they may have with regards to their child's behaviour.

**Aims**

- To promote an environment where all members of our community feels safe, happy, valued and respected, following The Rose Hill Promise;
- To support a caring community where all are treated fairly, with values built on mutual trust and respect;
- To promote good relationships on every level so that every member of the community can live and work together in a mutually supportive way;
- To help the pupils to learn in an effective and considerate way, and to grow and become increasingly positive, responsible and independent members of the school and wider community;
- To set out clearly any rewards that may be given for particularly good behaviour or achievements and award them consistently;
- To set out clearly any sanctions that may be applied when misbehaviour occurs and apply them consistently;

This document should also be read in conjunction with the school's Safeguarding and Child Protection, Admissions Policy and Exclusions, Expulsion, Removal and Review Policy, Anti-Bullying Policy, Restrictive Physical Intervention along with the Teaching and Learning. This Behaviour Policy works hand in hand with the Equality Act 2010 and Keeping Children Safe in Education, September 2023.

We have read and followed advice from, 'Behaviour in schools Advice for headteachers and school staff', September 2022.

In line with the DoE 'Character Education framework 2019', we have considered our approach to fostering the life skills required for an individual to promote good character traits. Our approach to behaviour management is therefore in line with the guidance.

Our pupils are clear about the kind of education that we aspire to provide. We ensure that all members of the school community (e.g., staff, pupils, parents/carers, governing body) understand and share our aims and through our Rose Hill Promise as well as the House system we effectively create a sense of pride, belonging and identity in our school.

Included in this policy you will see that our pupils know the expectations of behaviour towards each other and that we are clear on the importance of discipline and good behaviour in school life which we promote through our Rose Hill Promise and the teaching of character education is promoted through our 5 keys to success.

### **A consistent approach to promoting good behaviour**

All members of staff, including all support and bursarial staff, are aware of this policy and have worked on it together to create strategies and courses of action which reflect the ethos of the school and work on a day to day basis, through The Rose Hill Promise. This is in line with [Behaviour in Schools Advice for headteachers and school staff July 2022](#), as good behaviour promotes good learning.

As part of the school's Continual Professional Development policy (CPD) training for staff about behaviour management is held regularly; sometimes by external providers. As part of the Induction process new staff are mentored by an experienced member of staff. Part of this process is enabling the new member of staff to become familiar with the ethos of the school and the expectations of behaviour which are held. We have an empathetic and supportive tutorial system. Pupils know they can approach their Form Tutor/Class Teacher, or any member of staff with whom they feel comfortable. Pupils know that staff will listen and act fairly. New children to the school are 'buddied' with a peer to help them through the routine of the first few weeks and also through the expected norms of behaviour. Older pupils are paired with younger pupils, this develops each year into an informal buddy system and the younger pupils benefit from being able to approach the oldest pupils easily and with confidence. All pupils should be wearing school uniform. If a member of staff notices that pupils repeatedly flout the uniform, or who fail to dress smartly they should speak to them in the first instance and then report it to the Assistant Head (Pastoral).

Pupils with Special Educational Needs and Disabilities (SEND) and/or need learning support are supported by the Head of Learning Skills and staff. Information is disseminated efficiently via the school's management system (Engage), meetings and staff briefings and best practice for each pupil is agreed upon. Early intervention is agreed for pupils who are experiencing problems. Strategies are agreed with parents, and are put in place for the management of the pupil's behaviour, and regularly evaluated.

The character of the buildings adds to the modern ethos of the school. Buildings been carefully and appropriately designed with internal and external communal areas such as corridors and the playgrounds, these are supervised carefully so as to promote good behaviour at all times. The children are encouraged to put away mobile equipment and toys and to store them safely. This promotes community spirit and responsibility.

The school's approach to a healthy diet and hydration helps to encourage good pupil behaviour. Nourishing food is available to all children at lunchtime. Age-appropriate levels of

choice are given and staff encourage children to eat balanced meals. Every child has a water bottle and is encouraged to keep themselves well hydrated. Children attending clubs have fruit as an after-school snack.

### **School Leadership**

The weekly Staff Briefing (Prep 10:30 Wednesday; PrePrep 10:30 Tuesday) ensures staff are kept aware of developments within the pupils' lives which might impact upon their behaviour. Should a member of staff feel concern about a pupil, advice and support are available from the Assistant Head (Pastoral), and Head.

The Assistant Head (Pastoral) works closely with the Form Tutors/Class Teachers and the Pastoral team to monitor the behaviour of pupils. All incidents and communication with parents about pupils' behaviour are documented and forwarded to the Head through the entries on CPOMS in addition to behaviour that is discussed at the weekly staff briefings. The Head is however kept informed about behavioural issues and are able to step into the procedure, if necessary, from a knowledgeable position. Pupils' behaviour is monitored informally through feedback from parents to the Head; through the Advisory Group and through Staff Meetings, which are minuted. The Assistant Head (Pastoral) keeps a child welfare log which includes a record of incidents of significant behavioural issues including sanctions and an anti-bullying log. Records of individual 'reflection' are logged on engage. When a reflection sheet is completed with a pupil and targets for improvement are set then the parents are informed of the misbehaviour within 24 hours. If the targets are contravened then the pupil is escalated to the next stage in the Positive behaviour management process, see stages 5-7 below. If a pupil reaches stage 7 then the pupil will begin to miss a preferred activity/ playtime or after school detention. Stage 8 initiates the start of a pupil being suspended/expelled. See Exclusion, Expulsion Removal and Review Policy.

### **Expectations**

It is important that all staff, pupils and parents value good social behaviour and are seen consistently to do so through being:

- careful and kind
- polite and friendly
- helpful to one another
- hardworking and well-mannered
- respectful of the school
- respectful of their own and other people's belongings
- respectful of each other

If with continued support there are repeat incidences where pupils struggle to regulate their emotions and support has been provided by senior members of staff, we will liaise with parents. At this point, we will devise a support strategy/behaviour plan for the pupil identifying strategies to support with their behaviour choices.

This could include:

- zones of regulation cards/zones of regulation area within the classroom
- now and next visual cues
- movement breaks outside of the classroom
- sensory circuits activity
- providing a safe space
- preferential seating

In extreme circumstances, where a child has physically hurt another, the child will be removed from the learning/play environment until they have calmed down and had time to reflect on their behaviour; this time will be spent with the Head of Area.

For these rare incidents, parents will be informed about what has happened and a meeting called to discuss how we can all support their child. A child may need to spend time out of the setting. Where this cannot be facilitated by staff, parents or carers will be asked to collect

the child. Parents will also be informed should we find ourselves persistently needing to use sanctions with their child.

The School hopes that, when working with parents, external help may be sought, for example: local agencies and professionals e.g. Child Psychologists, will be approached if unacceptable behaviour continues and there is concern that there may be a deep-rooted issue that may benefit from this more specialized support. This action will always be sanctioned in conjunction with the parents and fully supported in school.

Behaviour issues relating to pupils with special educational needs/disabilities are dealt with sensitively and reasonable adjustments are made through liaison with the Head of Learning Skills. Their individual SEN will be considered when addressing the threshold at which their misbehaviour is escalated to a more senior member of staff.

Behaviour at Rose Hill School is underpinned by following the 'Rose Hill Promise' which is displayed in classrooms and around the Department and referred to frequently during class pastoral time, PSHE, Assemblies etc. A positive reward system operates to highlight children who have followed the Rose Hill Promise through the week. When a pupils' behaviour does not match the statements in the Rose Hill Promise then they are deemed falling below the school's expectations and our behaviour management flow chart (see below) comes into force.



## Rewards

### Early Years

Inherent in the policy are EYFS key themes, a Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

In Kindergarten they receive reward stickers for positive effort and achievement. They are also given special privileges such as being the leader of the line or by being chosen first. Specific verbal praise is constantly given. In the summer term, the concept of a Golden Helper is introduced. Each child is given the opportunity to have their turn. They give out the fruit at snack time and help the teachers with additional responsibilities within the classroom. In Reception they continue with the Golden Helper who is invited to sit on a special golden chair. This continues throughout the year and staff ensure that all pupils take their turn. The pupils are allowed to place their name card on the board and fulfil a multitude of tasks throughout the day. These include turning off the lights when all pupils have exited, they lead the line give out snack boxes and water bottles to fellow pupils. Reception pupils receive a star card and earn stars for a variety of academic and pastoral achievements. These are counted at the end of each term and contribute to the house point system.

**The PrePrep****Golden Moments – Early Years**

*Reward* – A five minute golden activity can be offered.

*Golden Helpers*

To promote self-esteem for every child in the class, children (in rotation) become the Golden Helpers for the day, and have opportunities to have special responsibilities.

Each child from Reception to Year 2, collects stars/stamps for positive behaviour which contribute to the termly House Point totals. Year 2 star totals are averaged each week and the House with the highest average total is commended within the class.

**Golden Time - Year 1**

*Reward* – 20 minutes of Golden Time (free choice of play activities) on a Wednesday afternoon (20 minutes) and Friday afternoon (45 minutes).

**Busy Bee Day – Year 1**

To promote self-esteem for every child in the class, each day is a Busy Bee Day for 1 child. The child is selected by fair selection so that each child has one turn in 16 days.

*Agreed role for Busy Bee children:*

- Snack Monitor
- Wear a special badge
- Sit on golden cushion / chair
- Line leader
- Take messages to other classes

**Golden Time – Year 2**

*Reward* – 30 minutes of Golden Time (free choice of play activities) on a Friday.

**Golden Day – Year 2**

To promote self-esteem for every child in the class, each day is a Golden Day for one child. The child is selected by fair selection so that each child has one turn.

*Agreed role for Golden pupil:*

- Wear a special badge
- Sit on golden chair
- Line leader
- Take messages to other classes

**The School**

We recognise good behaviour through:

- giving praise
- giving house points (which are recorded in pupil planner and go towards an inter-house competition)
- giving public recognition in Assemblies and the weekly Newsletter

**Good Behaviour**

This is also encouraged through:

- Prompt recognition and praise
- Use of constructive criticism focusing on the behaviour
- Promoting pupils' responsibility for their own behaviour
- The Rose Hill Promise which was drawn up by the pupils
- Staff example
- Focus Weeks

- Postcards are sent home acknowledging a particular success
- Awarding House Points
- Awarding of 5 keys

### **Roles and Responsibilities**

All staff, pupils and parents are responsible for the implementation of this Policy (Parents agree to support this policy in the Terms and Conditions of Entry).

All staff have responsibility for following physical restraint guidance (see policy on Restrictive Physical Restraint).

Class Teachers/Form Tutors have responsibility for the daily monitoring of behaviour. Form Tutors have responsibility for the Pupil Planner in which house points are recorded. House Tutors run House Meetings which promote the importance of house points. Heads of Area/Assistant Head (Pastoral)/Head provide tiered management for dealing with more serious behaviour issues.

Regular training and updating is provided for staff, by the Assistant Head (Pastoral), on how to deal with this poor behaviour. At all times there are staff who can provide and support staff when dealing with difficult behaviour. Staff should always seek advice from Heads of Areas, and Assistant Head (Pastoral).

The Assistant Head (Pastoral) has achieved 'Online Youth Mental Health First Aid' course and is now a 'Mental Health First Aider' MHFA England (2021).

### **Behaviour Management**

If a pupil's behaviour falls beneath the standard which could reasonably be expected of them, the school has the right to administer behavioural sanctions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community.

Sanctions should

- impress on the pupil that their behaviour has not been acceptable and has not followed the Rose Hill Promise which is our code of conduct;
- deter the pupil from repeating that behaviour;
- assist in helping the pupil to make good choices in the future

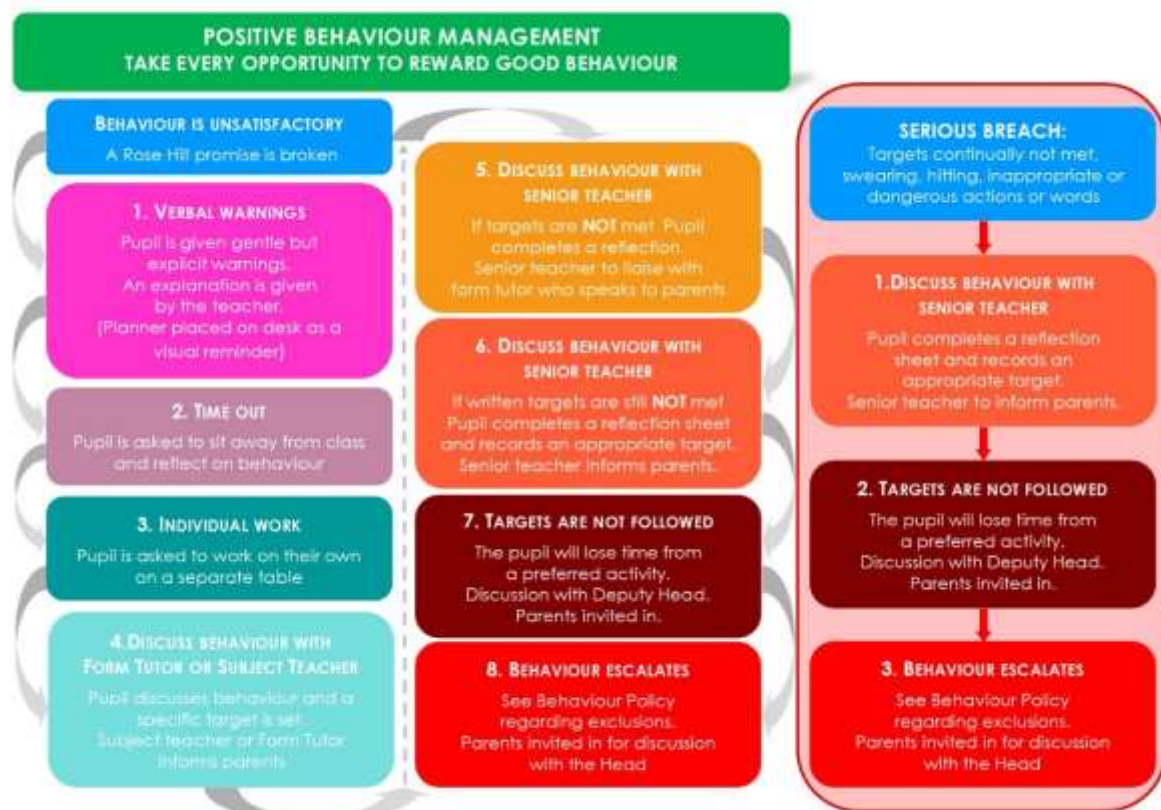
Sanctions should always be given fairly; they are far more likely to promote positive behaviour if they are. For instance, punishing a whole class when only some pupils are guilty would not be acceptable. This helps in the process of a pupil accepting responsibility for their behaviour and helping them make good choices in the future. It is imperative that everyone's reactions to inappropriate behaviour are consistent and that the sanctions available to staff are clearly understood.

Playground incidents are reported to Class Teachers/Form teachers. Pupils should be aware of the boundaries of acceptable behaviour. These are reinforced positively in Assemblies, Form Periods, PSHEE (Personal, Social, Health, and Economic Education) lessons and constantly through reminders in the Rose Hill Promise and the daily life of the school.

Sanctions should always be issued in a calm and controlled manner; they should never be threatened. If an appropriate warning has been issued and a sanction is given, it must be followed through. If 'physical intervention' by staff is necessary, perhaps in a playground incident, staff may act to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)': this includes children in the EYFS as well as pupils in the rest of the School. Incidents are recorded following clear procedures. Please refer to the Education and Inspectors Act 2006 and the School's Restrictive Physical Intervention Policy. The school does not use corporal punishment.

Staff will refer pupils immediately, as per the guidance in the Safeguarding and Child Protection Policy if they are made aware of child-on-child sexual violence and sexual harassment, poor behaviour incidents online and/or suspected criminal behaviour. When pupils at Rose Hill demonstrate poor behaviour, the following procedure is in place.





If pupil reaches stage 5 and is sent to a senior teacher then a reflection sheet is completed. This attached to their engage profile and sent directly to their class teacher/form tutor.

Behaviour Reflection Sheet											
Name/Class/Date		Teacher/Subject		Date		Time					
<b>How do I feel?</b>											
Happy	Content	Reluctant	Dislike	Angry	Worried	Shy	Nervous	Scared	Embarrassed	Other	
<b>What Happened?</b>											
Not on task				Using unkind words, not following directions							
Being disrespectful				Pushing or hitting							
Out of seat											
<b>How did this make others feel?</b>											
Happy	Content	Reluctant	Dislike	Angry	Worried	Shy	Nervous	Scared	Embarrassed	Other	
<b>What rule/promise did I break?</b>											
<b>Next time I will be ...</b>											
More / Better				Responsible							
Calm				Responsible							
<b>Do I need to apologise?</b>											
Yes				No							
Signature of pupil											
Date											
Teacher Notes											

Upper School Reflection	
RECOGNISING YOUR EMOTIONS WORKSHEET	
Signature of pupil	Date
Form	
Questions	Your responses
When did the situation happen?	
What happened? (Describe the event)	
Why do you think that situation happened? (Identify the causes)	
How did the situation make you feel, both emotionally and physically? (Try to identify both the primary and secondary emotions)	
What did you want to do as a result of how you felt?	
What did you do and say? (What actions or behaviours did you engage in as a result of how you felt?)	
How did your feelings and actions affect you later? (What short-term or long-term consequences were there as a result of your actions?)	
Targets: Next time ... I will ...	
Teacher's Comments:	

When a pupil is struggling to adapt and change their behaviour, with the support of the class teacher/form tutor an Individual Behaviour Plan (IBP) is devised with the pupil present and agreed targets are set.

Rose Hill School	
Pastoral Department Individual Behaviour Plan	
Date:	Pupil: Form:
Patterns of behaviour	
Targets	
<b>ACTION</b> Pupil themselves in class/around school  At home	
Behaviour plan created by:	
In the light of advice from:	
Signatures:	
Head of Pastoral:	Parent/Guardian:



**Misbehaviour**

When responding to misconduct staff should:

- Prompt, predictable and assertive
- Follow the Behaviour Policy
- Giving short, effective reprimands and reminders of appropriate behaviour
- Applying sanctions appropriate to the behaviour
- Aim to restore a calm and safe environment in which all pupils can thrive
- Prevent recurrence of misconduct
- Keep pupils' safeguarding at the forefront of your mind.
- Keep and SEND needs, mental health needs and safeguarding (risk assess the child's circumstances)

With more challenging behaviour, staff could look to the following, however, staff should seek advice beforehand. Extreme misconduct could be a response to a mental health, SEND or safeguarding situation. This may be unknown to staff at the time, hence seeking advice from the Assistant Head (Pastoral) and/or LT is needed. Pupils may be experiencing challenging situation in school at home:

- Withdrawal from part of playtime (no child should miss all playtime)
- Loss of favoured activity
- Separating the child from the class for a brief time
- Referring the child to the appropriate Head of Area (and/or Assistant Head (Pastoral))
- Searching, screening & confiscation\*
- Devising an individual behaviour plan to help the child learn appropriate behaviour
- Detention
- Exclusion or expulsion as a last resort

\*Should the school need to remove prohibited item(s) (there is a list of banned items in Appendix 2), the school will follow [Searching, Screening and Confiscation Advice for schools July 2022](#).

**The first stage:** If the behaviour is unsatisfactory, the pupil should be given a gentle but explicit warning and calm explanation by the teacher. In most cases this will suffice. If the child does not heed the warning their planner is removed as a visual clue. If the child is spoken to again then the child receives 'time out' and might expect work on a separate table.

**The second stage:** If poor behaviour continues, teachers and pupils will inform parents, and it is written into the school planner and entered onto the School system, the Form Tutor should be informed.

The Head of Area will speak to the individual in the first instance. The pupil will complete a reflection sheet with the Head of Area. The pupil is obliged to discuss his or her behaviour and why it is unacceptable, and is informed of the consequences of a recurrence. After the first reflection time an appropriate target is given to the pupil and the pupil is made aware of the time scale that operates and what will happen if he or she re-offends. In discussion with the Form Tutor, the Head of Area will give the appropriate sanction (e.g., missing some of their break time).

If a pupil has been for regular reflection times, then a pupil will receive a school detention. A record is kept on the school system and the Assistant Head (Pastoral) is informed. At this stage the parents will be invited in by the Head of Area to discuss the situation and make a plan for future support. Pupils will need an individual behaviour plan to be set up; pupils would expect to readdress their attitude through this. It is stressed to all involved that an individual behaviour plan is a positive step forward; enabling the pupil to take greater responsibility for better attention to their work and their behaviour. The pupil is able to learn from their mistakes and see and feel the impact that improved behaviour has. Pupils are given plenty of opportunity and are encouraged to reflect.

**The third stage:** For serious breaches of discipline, for example swearing, disobedience and violence, pupils will be sent to the Assistant Head (Pastoral) then the Head immediately and would expect to miss some break times and parents would be informed through a telephone conversation, meeting and letter, where necessary.

When such situations occur a pupil's parents will be called to a meeting with the Head in order to discuss the pupil's behaviour. This is a rare occurrence. If a pupil is finding it hard to behave well in school, communication between the tutor and parents is supportive and on-going.

As appropriate to the misdemeanour, a pupil may be refused permission to participate in a trip or activity which is a non-essential part of the curriculum. Only the Head (or in her absence the Assistant Head (Pastoral)) may give such a sanction. This is a rare occurrence.

**The fourth stage:** For very serious offences, for example bullying, the Head is informed as soon as possible. The matter is then dealt with in an appropriate manner, which may include out of school hours detention. A fixed period or permanent exclusion may be decided upon, in consultation with the parents. Only the Head (or in her absence the Assistant Head (Pastoral)) may give such a sanction. Such extreme circumstances are very rare occurrences.

Rose Hill has a separate policy for dealing with bullying. Serious actions may be taken against pupils who make malicious accusations against staff. It is also appreciated that pupils who are about to move to Senior School may need to be treated sensitively and behavioural incidents will always be referred to the Head of Upper School who has pastoral responsibility for these age groups.

In all cases of persistent behavioural problems, parents must be involved. These will be recorded with dates and details which will act as evidence should further action be deemed necessary. The child's progress will be monitored.

In extreme cases, in consultation with the parents, a pupil may be suspended from school for a fixed period or a permanent exclusion may be decided upon. Only the Head (or, in her absence, the Assistant Head (Pastoral)) may give such a sanction and the Chair of Governors (or his representative) will be consulted beforehand. A fixed period or permanent exclusion may be decided upon, in consultation with the parents. Only the Head (or in her absence the Assistant Head (Pastoral)) may give such a sanction. Such extreme circumstances are very rare occurrences.

### **Detention**

24 hours' notice is given to parents if the detention is imposed outside normal school hours. Detentions are sanctioned by the Head/ Assistant Head (Pastoral).

### **Monitoring and Evaluation**

Class teachers/Form Tutors record details of incidents in the pupil profile on the Engage Portal.

- Form Tutors/Class Teachers raise concerns at a weekly staff meeting
- House points are monitored by Form Tutors
- Pupil profiles are kept
- Policy evaluation takes place every 3 years

This policy should be read in conjunction with Anti Bullying, Safeguarding, Peer-on-Peer, Pastoral Care, Exclusion, Expulsion Removal and Review Policies.

This policy has been up-dated after reference to:

*Keeping Children Safe in Education, September 2023*

*Behaviour in Schools Advice for headteachers and school staff, July 2022*

*Searching, Screening and Confiscation Advice for schools July 2022*

Character education framework: Non-statutory guidance to schools on character education and development for pupils, 2019

*Education and Inspectors Act 2006*

*Children Act 2004*

*Article 12 of the United Nations Convention on the Rights of the Child (UNCRC).*

*Equality Act UK 2010*

*The Education (Independent School Standards) Regulations 2014*

*Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (July 2017)*

Reviewed by Imogen Scarbrough September 2023

Next update October 2024

**APPENDIX 1****Early Years Department****Strategies with children who engage in inconsiderate behaviour**

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, acknowledgement of feelings, an explanation as to what is not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response. This can be done through the sharing and discussing of social stories. A zones of regulation area will be accessible to the children should they want to take some time out to consider and discuss how and why they are feeling as they do.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share. This behaviour is celebrated with the class to help reinforce and model expectations.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging within the school, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, and children are never threatened with this.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of Early Years, who informs the Head. These details are recorded in the child's 'pupil profile' on the school portal (Engage). Parents are informed on the same day. Behavioural concerns are logged as an incident and staff can add to it to help generate a clear picture.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Should we have cause to use physical restraint to prevent physical injury to children or adults and/or serious damage to property (on more than one occasion??), parents are contacted and asked to collect their child from school.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

**Children aged two to three years (and who may be visiting for taster sessions)**

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- 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 to do this.
- Common inconsiderate 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 try to find out the underlying cause – such as a change or upheaval at home, or a frequent change of carers.

- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

### **Rough and tumble play and fantasy aggression**

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play can also contain violent dramatic strategies, and as such can offer opportunities for us to explore concepts of right and wrong.
- We are able to tune into 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 for conflict resolution.

### **Hurtful behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- We help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to be able to manage his or her own feelings.
- We do not engage in punitive responses to the young child's rage as that will have the opposite effect.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feeling by naming them and helping children to express them, making a connection verbally between the event and the feeling. Older children will be able to verbalise their feeling better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-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 turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through 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.

- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

They do not feel securely attached to someone who interpret and meet their needs – this may be at home or within the setting.

Their parent, or carer does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.

The child may have insufficient language or mastery of English, to express him or herself and may feel frustrated.

The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.

The child has a developmental condition that affects how they behave.

For children needing further support, we seek advice in the first instance, from the Learning Skills Department.

If necessary, we are able to contact Kent Early Years and Childcare Service and KELSI for further advice.

Reference to Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five, 2023

Reviewed by Victoria Robinson, Autumn Term 2023

## **Appendix 2**

### **Searching, Screening and Confiscation Policy**

Rose Hill School is committed to safeguarding the wellbeing of pupils and staff and, in line with current relevant legislation (including the government-issued Searching, screening and confiscation: advice for schools document, updated July 2022), the School can search pupils for any item if the pupil agrees. The School has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds to suspect that the pupil may be in possession of a prohibited item. The Head, and members of staff as authorised by the Head, may search pupils, without their consent, under the terms as laid out in this policy.

Members of staff can search pupils, with their consent, for any item. The School is not required to inform parents before a search takes place or to seek their consent to search their child. Prohibited items:

- knives or weapons
- alcohol
- illegal drugs
- psychoactive substances
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

The Head and members of the Senior Management Team can also search for any item banned by the School Rules which has been identified in the Rules as an item which may be searched for (see list at end). The School staff can seize and confiscate any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

#### **Searching with consent**

School staff can search pupils with their consent for any item. The School outlines specific items which are banned from the School site. Staff can instruct pupils to turn out their pockets or bag if they suspect they are holding a banned item. If the pupil refuses, the teacher can apply an appropriate punishment. No intimate or strip searches by any member of staff, including removal of more than outer clothing – this is a Police matter, although the School continue to have a duty of care to the pupil including having an appropriate adult accompanying the child. PACE, 1984 Code A&C

#### **Searching without consent**

A search can be refused, perhaps because the pupils has the prohibited item, or don't understand what the search entails and are frightened. With the Head's authorisation, staff can search when they have reasonable grounds to suspect that a pupil is in possession of a prohibited item. Staff must be the same gender as the pupil being searched and there must be a witness (also a staff member) - and, if at all possible, the witness should be the same gender as the pupil being searched. There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex, and without a witness present, but this applies only where it is reasonable to believe that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

There are CCTV cameras on the outside of buildings. School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item. Searches without consent can only be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings. The powers only apply in England.



**During the search**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Under common law powers, schools are able to search lockers for any item provided the pupil agrees. If a pupil does not consent to a search or withdraws consent then it is possible to conduct a search without consent but only for the 'prohibited items' listed above. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the School's list.

**After the search**

After a search has taken place, this must be reported to either the Head or the Assistant Head (Pastoral). The School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Please discuss all these situations with the Assistant Head (Pastoral) who will decide on the best course of action. The Assistant Head (Pastoral) will inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found.

Any search without consent should be reported to the Head and the Assistant Head (Pastoral), who will then record the incident. In all cases of searching without consent, any confiscation must be discussed with the Head or Assistant Head (Pastoral) as to what is the best course of action regarding the items confiscated. Where the search is without consent then any alcohol, drugs, fireworks, tobacco, smoking paraphernalia including e-cigarettes, stolen items or pornographic images will be confiscated and not returned to the pupil. Where any article is thought to be a weapon, illegal drugs or items which are evidence of an offence, which may include theft, that article will be passed to the police as soon as possible.

Where the person conducting the search finds an electronic device that warrants examination, please confiscate it and pass it to the Assistant Head (Pastoral) or another member of the Safeguarding Team, who will take the matter up. They may examine any data or files on the device if they think there is a good reason to do so (if there has been, or could be, harm caused, or to disrupt teaching or to break the School's list of prohibited items). Where pornographic images are involved, these will be investigated by the DSL or another member of the Safeguarding Team and a decision will be made as to whether to delete the images or refer them. If they are extreme or child pornography, they will invariably be referred to the Kent Multi-Agency Partnership and the police. Images found on a mobile phone or other electronic device may be deleted unless it is necessary to refer them. Where a member of staff finds an item which is banned by the School, they should take into account all relevant circumstances and use their professional judgment to decide whether to return it to its owner, retain it or dispose of it. Most likely they should give the item to the Assistant Head (Pastoral) who will decide on the best course of action.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### **Recording**

There is no legal requirement to make or keep a record of a search but it is best practice to keep a record. A file note should be made on the pupil's file on Engage, and the Assistant Head (Pastoral) informed. Any search, or strip search must be reported within the safeguarding reporting system. This should be monitored to see if there are any patterns so that the School can be proactive. Governors should be made aware via the Head.

### **Parents**

Parents should be informed of any search and the outcome, where reasonably possible. Where reasonable, this should be in advance of the search, so that the school can engage and build positive relationships.

### **Screening**

The school does not regularly use a screening wand, however if there were justifiable reasons for doing this we will consult with local Police pupils and parents before installing any screening items.

The Head and DSL will always be informed

Sanctions will be consistent and in line with the School's policies

### **Confiscation**

Confiscation as a disciplinary penalty: the School's general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully. The School has authorised members of Staff (AMOS) to do this and if we feel we have good reason, we will look at all electronic devices for safeguarding and anti-bullying reasons. This will protect pupils from harmful behaviour and misconduct.

The school will following the DfE guidance and advice: [Searching, Screening and Confiscation Advice for schools July 2022](#). (there is an additional list of school banned items)

### **DfE: Prohibited or illegal items**

**Controlled drugs** must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Where a person conducting a search finds **alcohol, tobacco, cigarette papers or fireworks**, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as

soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Where a member of staff finds **stolen items**, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to the following guidance issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and
- whether the item can be disposed of safely.

Any **weapons or items which are evidence of a suspected offence** must be passed to the police as soon as possible.

Items that have been (or are likely to be) **used to commit an offence or to cause personal injury or damage to property should be delivered to the police** as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item.

If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

Members of staff should use their judgement to decide to return, retain or dispose of any other **items banned under the school rules**. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:

- the value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

Members of staff should follow any additional guidance and procedures on the retention and disposal of items put in place by the school.

### **Electronic devices**

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to,

indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State.

In determining whether there is a **'good reason' to examine** the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

In determining whether there is a **'good reason' to erase** any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

#### **Prohibited items by the School**

Electronic equipment used to send messages – including mobile phones and watches

Electronic equipment used to take photos – including mobile phones and unauthorised iPad

Electronic devices that record images or sound without consent

E cigarettes and all items that are or associated with vaping

Blades

Broken and/or sharpened items fashioned to threaten or cause harm

#### **Authorised Members of Staff or AMOS**

Heads of Area

Assistant Head (Pastoral)

Assistant Head (Pastoral)

Head