

ROSE HILL SCHOOL

ROYAL TUNBRIDGE WELLS

WHOLE SCHOOL BEHAVIOUR POLICY

June 2006
(updated November 2006)

(Including Bullying Policy)

1. Aim

To help our pupils to grow socially, personally and academically through individual attention and consistent encouragement of good actions and behaviour.

2. Implementation

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

The Pre-Prep

The Behaviour in the Pre-Prep is underpinned by following the Golden Rules which are 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 Golden Rules through the week. This takes the form of Golden Time. The sanction for a child who has contravened a Golden Rule is a deduction of Golden Time. The precise details of reward/sanction are variable within the department, depending on the age or year group of the children.

Golden Time – Year 2

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

Sanction – A 'yellow' warning card is given when a rule is contravened. Two yellow cards issued in one day equates to a 'red card' – (e.g. - an interruption is given a warning. Another subsequent interruption is given a red card) the red card means 5 minutes is deducted from Golden Time on a Friday. Any time deductions mean the pupil is excluded from Golden Time; he/ she use the 5 minute timer to absent himself/herself from any activity. The child is best seated where Golden Time can be observed.

In extreme situations, and should a child lose all Golden Time, it is possible to 'earn back' up to 15 minutes of Golden Time (3 x 5 minutes) for significantly improved behaviour – to reward positively such occurrences.

(Golden Time deductions are recorded).

Golden Day

To promote self esteem for every child in the class, each day is a Golden Day for one child. (The child is selected either by register order or by fair selection so that each child has one turn in 17)

Agreed role for Golden Girl/Boy:

- Wear a special badge
- Sit on golden chair
- Line leader
- Take messages to other classes
- Fruit Monitor
- At the end of the day, award a sticker to another child in the class who has shown him/her friendship/kindness/courtesy etc.

Golden Time - Year 1

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

Sanction – As a warning a child's name is moved from the sun to sun/cloud displayed on the wall. If the child then needs a further warning their name is moved to the black cloud, resulting in 5 minutes loss of Golden Time. Any time deductions mean the child is excluded from Golden Time for that period. He or she watches the timer whilst observing the other children playing.

If a child is unfortunate enough to lose all Golden Time, he/she can earn time back (up to 3 x 5 minutes) for significantly improved behaviour.

Golden Week

To promote self esteem for every child in the class, each week is a golden week for 2 children. The children are selected on a fair basis, to ensure each child has a turn.

Agreed role for Golden children:

- Wear a special badge
- Sit on golden cushion
- Line helpers
- Class messages
- Drink monitors

At the end of the week, if the children have promoted the golden rules and carried out their responsibilities successfully, they are rewarded with a sticker in Sticker Assembly

Golden Moments – Early Years

Reward – A five minute golden activity each day.

Sanction – A verbal warning is given. If a second is required, then the child would lose one minute of their Golden Moment.

Any time deductions mean the child is excluded from the Golden Moment, he/she can earn back up to 3 minutes for significantly improved behaviour.

When Kindergarten stay in school for full days, they join up with Reception and enjoy golden moments across Early Years. Each of the four teachers organise a golden moment and the children can choose which teacher to join.

Golden Helpers

To promote self esteem for every child in the class, two children (in rotation) become the Golden Helpers for the day. In KG they have the opportunity to wear a golden crown and in Reception to wear a golden cape to be special helpers eg handing out fruit or pouring drinks.

The Main School

We recognise good behaviour through:

- giving praise
- giving plus points (which are recorded in pupil diaries 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 school Code of Behaviour which was drawn up by the pupils
- Staff example
- Focus Weeks

Misbehaviour

This is dealt with by:

- Giving short, effective reprimands and reminders of appropriate behaviour
- Applying sanctions appropriate to the behaviour including:

Withdrawal from part of playtime (no child should miss all playtime)

Litter patrol/tidying an area

Loss of favoured activity

Minus mark (See Note 1)

Yellow card (See Note 2)

Detention (See Note 3)

Separating the child from the class for a brief time

Referring the child to the appropriate Head of Area (and/or Deputy Head)

Devising an individual programme to help the child learn appropriate behaviour (see attached)

Rose Hill has a separate policy for dealing with bullying (see attached).

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, a pupil may be suspended from school for a specific time or even expelled.

***1 Minus Mark**

Awarded for a breach of the Code of Behaviour and recorded in the Pupil Diary
Year 3 use a dot system (3 dots=1 minus) to smooth the transition from Pre-Prep

***2 Yellow Card**

This is carried from lesson to lesson and needs to be signed with a grade by each teacher. The card will have a focus for the pupil to concentrate on and its use will be reviewed weekly.

*** 3 Detention**

24 hours notice is given to parents if the detention is imposed outside normal school hours. Detentions are sanctioned by the Head/Deputy Head.

3. 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).

Class Teachers have responsibility for the daily monitoring of behaviour

Form Tutors have responsibility for the Pupil Diary in which plus and minus points are recorded.

House Tutors run House Meetings which promote the importance of plus points.

Heads of Area/Deputy Head/Headmaster provide tiered management for dealing with more serious behaviour issues.

4. Monitoring and Evaluation

- Form Tutors/Class Teachers raise concerns at a weekly staff meeting
- Plus points and minus points are noted in Pupil Diaries and monitored on a daily basis by Form Tutors
- Pupil profiles are kept
- Policy evaluation takes place every 3 years

This policy has non-contractual status

Bullying Policy

1. Philosophy

Bullying can have a devastating effect on victims. Bullying can be physical, verbal, non-verbal or emotional. It is the wilful conscious desire to hurt, threaten or frighten someone else. It involves dominance of one by another and usually forms a pattern of behaviour, indicating persistence.

Our children are reassured that bullying is something that they do not have to, or be expected to, put up with. We have an ethos of caring at Rose Hill where children should be able to have a right to feel good about themselves and their surroundings (Equal Opportunities).

We ensure that all pupils know this and are confident that, if they tell someone of an act of bullying, their teachers will take prompt action.

2. Implementation

- a) We build up self-esteem through the pastoral care of every child by all tutors.
- b) We encourage everyone to report bullying to a member of staff, and make it known that it is also the responsibility of a friend to talk to a member of staff whom it is felt the victim will trust.
- c) Staff on duty at break times are made aware of individuals, situations and areas where bullying could take place and these members of staff are seen to be supervising these areas by the children.
- d) At this stage, incidents of bullying are dealt with in the following way, in line with County and National Approach:
 - i) Convene the group. The group includes named bullies, hangers on and others who are not involved but have been there at the time. Seat them and yourselves in a circle so that all feel they are on an equal footing (as in circle time).
 - ii) Explain that we have a problem and need the pupils' help. Explain that someone in the group is feeling very unhappy at present. Outline the feelings/emotions experienced. Don't blame anyone, but state that we know that members of the group are responsible and that we all can do something about it. Clearly we don't want someone here at school to feel unhappy.

- iii) What can we do to help? How can we have a happy outcome? Each group member makes a suggestion about ways in which they might help. (Real activities). All positive suggestions should be praised and listed. We leave it there. This gives the bullies the responsibility for modifying their own behaviour. We do not extract promise of improved behaviour.
 - iv) We arrange to meet each person in another meeting in a week's time to find out how things are going. In the meantime, Form Tutors will monitor daily. Thank them for their help. Convey our belief that the young people involved are not "bad". Condemn the act only.
 - v) Check before the meeting with victims for improvement.
 - vi) New meeting – discuss improvement/difficulties, encourage and praise.
 - vii) Arrange another meeting two to three weeks ahead and continue to monitor.
- e) Proven and persistent bullying will lead to sanctions against the perpetrator(s). Action could include:
- The Perpetrator seen by Deputy/Head
 - Victim reassured by Deputy/Head
 - Written explanation by Perpetrator
 - Contact with Parents
 - Letter of apology to victim
 - Letter of apology to Headmaster
 - Removal of free time/Detention
 - Use of a Yellow Card (see Main School Behaviour Policy)
 - Use of Behaviour Support Programme (attached)
 - Suspension from School
 - Expulsion from school

We seek to alleviate bullies' low self-esteem, but our prime aim is to provide a safe learning environment for all our children.

3. Roles and Responsibilities

- i. The Governors and Staff who seek to maintain an ethos of trust and security throughout the school
- ii. All staff whose own behaviour should be a model for the pupils at all times.

4. **Monitoring and evaluation**

- Feedback from staff, circle time, and PSHE programme.
- Record dates and incidents on file.
- Reference made to pupil records.

APPENDIX I

Tackling Bullying through the Curriculum

Key Stage 1

The PSHE curriculum guides students to:

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong – including inappropriate touching
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise and enjoy what they are good at
- Realise that people and other living things have needs, and that they have responsibilities to meet them (How they affect other people)
- How to make simple choices that improve their health and wellbeing
- Listen to other people, and play and work co-operatively
- Identify and respect the differences and similarities between people
- Acknowledge that family and friends should care for each other
- Learn about bullying – there are different types, that it is wrong, and how to get help to deal with bullying

There are other opportunities to reinforce these topics across the wider curriculum:

English

- There are opportunities to develop speaking, listening and group work, and to explore situations and emotions within the English curriculum

Science

- How to treat animals with care and sensitivity. Link this to how your actions can affect another creature
- Recognise similarities and differences between themselves and others, and to treat others with sensitivity

PE

- Knowledge and understanding of fitness and health. Include how exercise can help you deal with your stress. Identify the benefits of being involved in sport for forming relationships, learning interdependence etc
- Dance activities. Use dance to express and communicate ideas and feelings. Also cover dance from different times and cultures to explore differences.

ICT

- How to find information. Look for information about emotional health and wellbeing

Art and Design

- Exploring and developing ideas. A good opportunity to explore and communicate feelings

Key Stage 1 activities should include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries, and coping with disappointment.

Key Stage 2

The PSHE curriculum guides students to:

- Be able to talk and write about their own opinions, and explain their views
- Being able to recognise self worth, their achievements, and their good points
- Being able to face new challenges by collecting information, looking for help, making responsible choices and taking action
- Recognise that as they approach puberty, their emotions can change
- How to deal with their feelings towards themselves, their family and others in a positive way
- Realise the consequences of anti-social and aggressive behaviours such as bullying and racism
- What makes for a healthy lifestyle – what affects mental health, and how to make informed choices
- Pressure to behave in an unacceptable or risky way – whether from friends or adults. How to get help, and use basic techniques for resisting pressure
- How their actions affect themselves and others. To care about other people's feelings and try to see their point of view
- Think about the different types of relationships – including marriage and friendships. Develop the skills necessary for forming relationships
- Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help
- Appreciate the differences and similarities between people – can include disabilities, mental health problems, as well as racial and cultural differences
- Where individuals, families and groups can go to get help and support

There are other opportunities to reinforce these topics across the wider curriculum:

English

- There are opportunities to develop speaking, listening, and group work within the English curriculum, and there are opportunities to learn how to read and understand a text. This will help to give students the skills to discuss and reflect on important issues that might come up in their school or private life.

Drama

- Improvisation and working in role, and devising, scripting and performing in plays. Drama classes could be used to carry out role-plays around issues such as bullying.

ICT

- How to find information. Find and retrieve information about mental health.

PE

- Knowledge and understanding of fitness and health. Include the place of exercise in helping to deal with stress, and the benefits of being involved in sport for forming relationships, independence etc.

Key Stage 2 activities should address self-image, friendship, recognising individual resilience and coping strategies, hopes and fears for the future, feelings and emotions. Additionally activities could address difficult situations that children may experience, such as family conflict, bullying, problems with schoolwork, being left out, abuse, and knowing right from wrong.

Key Stage 3**The PSHE curriculum guides students to:**

- Reflect on and assess their own strengths in relation to personality, work and leisure
- Reflect the differences between people, as they develop their own sense of identity
- Recognise how other people see them, and be able to give and receive constructive feedback and praise
- Recognise the stages of emotions associated with loss and change caused by death, divorce, separation, and new family members, and how to deal with the strength of their feelings in different situations
- Recognise the physical and emotional changes that take place at puberty, and how to manage these changes
- Keep healthy, and think about what influences health, including the media
- Develop good relationships and to recognise that an appropriate balance between work, leisure and exercise can promote physical and mental health
- Recognise when pressures from others threaten their personal safety and wellbeing, and to develop ways to resist pressures, knowing when and where to get help
- Understand about types of stereotyping, prejudice, bullying, racism and discrimination, and how to challenge them assertively
- Empathise with people different from themselves
- Understand the nature of friendship, and how to make and keep friends
- Understand the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- Recognise that goodwill is essential to positive and constructive relationships
- Negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- Resist pressure to do wrong, to recognise when others need help and how to support them

There are other opportunities to reinforce these topics across the wider curriculum:Science

- Learn about the physical and emotional changes that take place during adolescence

English

- Listen and watch live talks and presentations, recordings, and discussions in which students respond straight away.
- Learn how to hold, and take part in, a group discussion. This could be on a mental health issue

Drama

- Improvisation and working in role, and devising, scripting and performing in plays. Drama classes could be used to carry out role-plays around issues such as bullying.

PE

- Learn how to go about getting involved in activities that are good for personal and social health and wellbeing.

ICT

- Learn how to obtain information fit for purpose, by selecting appropriate sources, analysing and evaluating it. Know where to go to obtain good quality information on all health matters, including mental health.

Citizenship

- Think about topical political, spiritual, moral, social or cultural issues, problems or events analysing information from different sources, including ICT-based sources – this could include researching a topic relevant to mental health.
- Justify orally and in writing a personal opinion about such issues, problems or events
- Develop the student's ability to contribute to group and class discussions, and to take part in debates
- Use imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- Negotiate, decide and take part responsibly in both school and community based activities
- Reflect on the process of participating

Key Stage 3 activities should encourage emotional expression and provide positive coping strategies. Students should be shown innovative ways to think through different issues, assess how they feel and record their thoughts and moods at different times. Group discussions about common concerns can be used to help students to open up. Issues explored could include families, friends, bullying, sexuality, self-esteem and sources of help.