



# Fulham

## PRE-PREP

### **BEHAVIOUR, REWARDS AND SANCTIONS POLICY PART II: PRE-PREP**

**Reviewed by:** Di Steven Feb 2021

**Confirmed by:** Naomi Kershaw Feb 2021

**Approved by:** Board of Governors Feb 2021

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## **1. Introduction**

This policy lays out the specific procedures in place to manage behaviour at Fulham Pre-Prep. It should be read in conjunction with the Behaviour, Rewards and Sanctions Policy Part I: Whole School and associated policies.

## **2. Promoting Good Behaviour**

All teachers establish classroom codes which are based on rights and responsibilities within the classroom setting and the Fulham Pre-Prep Behaviour Code (Appendix 1). Playground rules are also clearly established and consistently applied.

We endeavour to minimise confrontation and use positive corrective practice by balancing the language of discipline with the language of encouragement, intervening calmly and where possible dealing with issues privately, with the individuals concerned.

We recognise the importance of working in partnership with parents on the very important issue of behaviour management. We ask that parents read this policy and ensure that the school codes are agreed and understood.

## **3. Rewards**

Children are rewarded in a variety of ways for effort, work and behaviour including praise (verbal or written), stickers, visits to the Head and individual class reward systems.

- Every child has the opportunity to gain points for their House (Bishops, Crabtree, Hurlingham and Peterborough). House Points may be awarded for good practice, behaviour or work. These are totaled each week and weekly winners are announced at Assembly. A running total is held for the year.
- Each class has a ‘wow’ wall where achievements are shared.
- Each class also shares their good behaviour, work and attitude in a ‘Golden Book Award’, which takes place every three weeks, and there is a termly awards ceremony where lapel badges are presented for numerous good behaviour categories.

## **4. Discouraging Negative Behaviour**

When rules are broken we emphasise the need to make amends and for reconciliation. We also emphasise that everyone is responsible for their own behaviour and must take responsibility for it. Children are encouraged to reflect, apologise and consider how they can put the matter right. Each child knows that there are consequences for misbehaviour and these are fair and consistent. As far as possible consequences show direct relation to the negative behaviour itself.

Parents are informed of any serious or continuing incidents occurring in school and we hope that we can always work closely together to achieve the best for every child.

Classroom rules are negotiated by class teachers and children within individual classes at the beginning of the new school year. Each class draws up their own set of rules, which are displayed in the classroom.

## **5. Sanctions**

A Classroom Book is used to record misdemeanours and identify any patterns. Children may for example be repeatedly unruly in the lunchroom, or in the particular atmosphere of the playground. Another child may struggle with behaviour on Monday mornings after a tiring weekend. Identifying

any pattern allows effective strategies to be put in place.

Only in serious cases of disruptive or aggressive behaviour will the parents be telephoned by the Head immediately.

When a child's name is entered into the book by any member of staff the class teacher will mention the misdemeanour to the parent either through the homework book, by email or preferably by chatting with them at the end of the school day. It is the responsibility of ALL staff to inform the class teacher if they enter a child's name into the book in order that the class teacher can in turn inform the parents on the same day the misdemeanor has occurred.

It is the responsibility of the three Year Group Heads to monitor the Classroom Books. If a child has their name entered three times during one half term, the class teacher discusses this with the Year Group Head. The class teacher informs parents and the Year Group Head informs the Head. The Head will discuss the entries with the class teacher and pupil. An agreement will be drawn up between the Head, class teacher and pupil on the way forward.

Following this the Head will either email the parents directly or preferably speak with them at the end of the school day to discuss the strategies agreed.

On the fourth entry the parents will be invited to visit the school for a discussion with the Head, class teacher and pupil. From this point, an individual agreement will be put in place between the family and the School.

## **Appendix 1: Fulham Pre-Prep Behaviour Code**

We will:

- Work hard and always try our best
- Speak kindly and treat others with respect
- Play in a friendly, safe way
- Always tell the truth
- Remember that swearing is unacceptable
- Walk quietly around the school
- Respect all adults working in our school
- Leave toys and jewellery at home
- Respect each other's property
- Be in charge of ourselves and be willing to say sorry

## **Appendix 2: Fulham Pre-Prep Playtime and Lunchtime Outdoor Play Guide**

- Pupils are encouraged to be polite and well mannered at all times during play and unacceptable language will not be tolerated
- All children are required to ask permission from the duty staff to go to the toilet or to go inside the school for any reason
- All the children are required to stay within the boundaries e.g not on the Science/Art room or fire exit stairs, near bins, scooters or bike storage area.
- Children are expected to wear appropriate clothing for the season
- It is the responsibility of the staff member on duty to make decisions about entries into the Classroom Record Book, appropriate outdoor clothing and wet play arrangements
- Pupils are discouraged from fighting, wrestling or displaying signs of aggressive behaviour
- Pupils are discouraged from lifting or carrying other children for health and safety reasons

### **Appendix 3: Procedure to deal with biting**

When a child either bites another child or a member of staff the following policy should be implemented in order to deal with the situation effectively.

- 1) The victim should be inspected immediately for any visible injury by the staff member present and then by the Primary First Aider. The Primary First Aider will treat any unbroken skin injury with a cold compress to alleviate any swelling. If there is a broken skin injury a non-alcoholic wipe will be applied until any bleeding has subsided, then a suitable dry dressing used to cover the wound.
- 2) The incident should be recorded on an incident form as soon as possible. Where possible this should be completed by the member of staff who witnessed or was in close proximity to the incident. Any other witnesses should be recorded on the incident form. The incident should then be reported to the Head.
- 3) The parents or guardians of any injured child should be informed at the first available opportunity by the Primary First Aider or in their absence the class teacher without disclosing the name of the child responsible, which remains confidential. They should be reassured that the situation is being dealt with appropriately.
- 4) The child who inflicted the bite should be taken aside. The words naughty or bad should NOT be used to deal with the situation and instead unacceptable/not allowed. Parents should be notified by the Primary First Aider or in their absence the Head. The school accepts this could be a one-off incident and for many children the behaviour will not be repeated.
- 5) If the child shows any intention to bite another child on a second occasion, or actually bites for a second time, then the Primary First Aider will approach the child's parents or guardian again and inform them of the situation. If the Primary First Aider is not available then the Head will be responsible for informing parents of this second bite.
- 6) The parents of the child who has bitten another child may be told the name of the injured child if they ask for this information. If they do not ask then this information will not be provided. The main purpose of keeping the named children confidential is to prevent any possible conflict between the two parties. Any discussions of this nature should be conducted in a private manner, away from other parents and children. An empty classroom, First Aid Station or Head's office is a suitable place for informing parents.
- 7) Recurrent biting A: if a child continues to bite on more than one occasion, they should be immediately removed to stop any further harm coming to the children around them. Physical restraint is permissible to prevent further occurrences in the short term (see Appendix 3). Further help should be sought immediately and management informed. Parents will be informed by the Primary First Aider or Head and a plan of action drawn up by all parties to encourage this behaviour to stop. It may be that it is in the best interest of the child to return home to calm the situation down and take time to reflect. A meeting will then be arranged between parents and Head within three days.
- 8) Recurrent biting B: If a child continues to bite and intervention from all parties is not altering the behaviour it will be at the discretion of the Head or Executive Team of Fulham School to decide if the child should be excluded in order to protect the remaining children. Procedures to deal with serious conduct will be applied: see Behaviour, Rewards and Sanctions Policy Part I: Whole School.



#### **Appendix 4: Procedures concerning restraint and intervention**

Staff are advised that they are not required by the School to restrain children under any circumstances. However, there remains a common-law and safeguarding 'duty of care' upon all staff in School to protect the well-being of all children in our care and to intervene as they personally feel appropriate in any given set of circumstances. All incidents of restraint will be fully recorded and reviewed by the Head as Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL).

**It is essential that these procedures are followed carefully for the wellbeing of pupils and staff and to minimise the risk of subsequent complaint and investigation.**

The power to restrain pupils applies on the school premises or elsewhere when under school control. Any physical intervention used will always be the minimum used to achieve the desired result. Physical restraint will only be used as a last resort when the action is taken:

1. In self-defence
2. Due to a risk of injury to parties involved
3. To prevent significant damage to property
4. Where a pupil is behaving in a way that is compromising good order and discipline

Other strategies and techniques will be used before the application of restraint.

All teachers at the Pre-Prep are authorised to use reasonable force to control or restrain pupils. Other individuals are also authorised:

1. Teaching Assistants
2. SEN staff
3. Admin staff
4. Caretakers
5. Primary First Aider

If any of the named people are aware a situation is developing, the following steps should be taken in line with this behaviour policy:

1. Ask the pupil to stop and inform them of the consequences should they continue
2. Warn the child that physical restraint will be used if they do not do as they are asked
3. Keep calm
4. Send for assistance (preferably the Head of Pre-Prep or Assistant Head)
5. Send other children/onlookers away if possible
6. Tell the pupil that you are restraining him/her to avoid them harming themselves, others or property. Where potential witnesses are present it is helpful if they hear you give this explanation
7. Physical intervention should be an act of control and care
8. Use only minimum force necessary
9. Attempt to communicate with the child throughout the incident
10. Be sensitive of your own strength and body weight and to issues of gender
11. Afterwards inform the Head of Pre-Prep if they have not already been informed
12. Record the incident in iSAMs and the Classroom Record Book, including date, time, place, pupil's name, reason force was used, details of the incident, pupil's response, outcome, any injuries sustained and identities of witnesses.

Examples of situations where reasonable force may be appropriate are as follows:

1. When a pupil attacks a member of staff
2. When pupils are fighting
3. When a pupil is deliberately damaging property
4. When a pupil is behaving in a way that is seriously disrupting a lesson
5. When a pupil is causing or at risk of causing damage or injury by accident, by rough play, or by misuse of dangerous materials or objects
6. When a pupil persistently refuses to leave an area and is abusive verbally or physically (it may be in the best interests of all to leave the child being monitored in the area and instead remove others)

Appropriate force:

1. Physically interposing between pupils
2. Blocking a child's path
3. Holding from behind – arms around torso, head to one side (this protects the restrained from biting, spitting or head butting)
4. Leading a pupil by the hand or arm
5. Shepherding a pupil by placing a hand in the centre of their back
6. Using more restrictive holds in extreme occasions

The Head (DSL) or DDSL will monitor the use of restraint. The Head may also be the first to exercise judgement in whether restraint used was reasonable, having made initial inquiries. Any subsequent query or complaints will be handled appropriately and as required with reference to other members of staff including the Executive Team, Fulham School.

The Head will advise the parent or guardian of any incident involving their child either immediately or at the end of the day, according to the seriousness of the incident.

Where a member of staff is assaulted or suffers injury as a consequence of using reasonable force or restraint they are advised to contact the Head with immediate effect. An accident/incident form must be completed within 24 hours.