



# Behaviour Policy

## Pre-Prep School

### RATIONALE

Good behaviour is a necessary condition for effective teaching to take place. As a school we feel it is vital to promote a caring and supportive environment to enable all members of the School community to feel secure and respected, therefore promoting good behaviour in others. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the School curriculum.

### AIMS

We aim to:

- Treat all in the School community with respect
- Be fair and be seen to be fair
- Have clear, realistic expectations about pupil behaviour and strategies to ensure that our aims are met
- Provide a secure environment where children feel safe and protected
- Establish a standard of behaviour throughout the School whereby the maximum learning can be achieved by every child unhindered
- Provide parents with an understanding of the principles of the Positive Behaviour Approach that we aim to nurture in all children, and the strategies for so-doing

### GUIDELINES

#### *Positive behaviour approach*

The Pre-Prep has a Positive Behaviour Approach towards discipline in all areas of School life, in which praise and reward are the main strategies for promoting good behaviour. It is based on the work of Jenny Mosley and others who promote 'Circle Time' as a positive strategy for reinforcing good behaviour and dealing with inappropriate behaviours. It is consistent with the School's broad approach to pupils' individual personal development, as reflected in our PSHEE and related policies.

Children negotiate School rules (known as the 'Golden Rules') at the beginning of the academic year, they are referred to regularly during the course of the day in order to reinforce what is good behaviour. The Golden Rules are:

<b>Do be gentle</b>	<b>Do not hurt anybody</b>
<b>Do be kind and helpful</b>	<b>Do not hurt people's feelings</b>
<b>Do work hard</b>	<b>Do not waste your or other people's time</b>
<b>Do look after property</b>	<b>Do not waste or damage things</b>
<b>Do listen to people</b>	<b>Do not interrupt</b>
<b>Do be honest</b>	<b>Do not cover up the truth</b>



Class teachers may negotiate other specific classroom rules with their pupils, but generally the Golden Rules are all-embracing and should need little augmentation.

All rules are positive not negative (e.g. 'walk sensibly in the classroom' rather than 'do not run'). Rewards are given to reinforce good behaviour e.g. notes home, stickers, moving up the behaviour chart, chips in the jar culminating in a class treat (once every half term, or three times over a term is the norm). Staff within year groups discuss the allocation of rewards in order to have consistency within year groups.

All children should receive regular reward for their good work and good behaviour.

'Chips in the jar' enables all staff to reward pupils when they do something that deserves praise, e.g. in school work, in being kind, in showing good manners, whether in the classroom, playground, dining hall or other area of activity. All members of staff, including support and peripatetic staff, should know that this reward is available to them to award. Only ONE marble can be awarded at any one time – it is important that there is consistency within and across year groups

## **MISBEHAVIOUR**

It is essential that, when dealing with misbehaviour, a teacher must refer to other College policies for advice, e.g. Safeguarding and Protecting Children Policy and Anti-Bullying Policy. When dealing with misbehaviour, emphasis is again placed on what is good behaviour rather than what is bad. All staff must make their expectations for good behaviour clear at all times, and especially when children are in different environments where the expectations for behaviour may not be so clear (e.g. in the swimming pool, at Forest School). Staff have the opportunity to raise concerns about pupil behaviour (generally and individually) at daily morning briefings and at weekly staff meetings under 'children causing concern' (CCC). TAs also have a similar opportunity weekly at their meeting. Occasionally a child may have an IEP with targets for improving his/her behaviour, which is shared with all staff through CCC.

## **STRATEGIES AND SANCTIONS FOR DEALING WITH MISBEHAVIOUR**

Strategies and sanctions for dealing with misbehaviour in the classroom or other part of the School site include:

- Initially a discussion, referring to the Golden Rules, saying something to the effect, 'You agreed with everyone else that this is a good way for everyone to behave so that we are happy at School and can learn ... why have you changed your mind?'
- Sitting alone to continue with work
- Being sent to a colleague's classroom to work there for a period of time
- Missing part of break time to think about what has happened
- For older children writing a letter of apology for misbehaviour
- Being sent to a senior member of staff, ultimately the Headmistress



When using these strategies, it is important to note:

- The teacher/adult should not shout or humiliate the child
- Sanctions should fit the misbehaviour
- Sanctions should be as soon as possible after the event (often young children cannot remember the next break time or next day what happened the day before)
- Pupils should not, generally speaking, miss any part of the curriculum as a sanction

Some children display on-going behaviour issues and will have an IEP that lists strategies to be used. Where an IEP is not written for a child, discussion of further strategies (e.g. a modified 'Assertive Discipline' approach) should be had within the year group staff and senior staff. No teacher should feel under pressure because of a child, and seeking help is a natural course of action.

Occasionally there are mitigating circumstances to be born in mind when sanctioning a child for misbehaviour. It is important that all staff are briefed about personal circumstances, either through CCC or by email, and these circumstances taken into account. If in doubt, consult the child's class teacher and Headmistress.

Parents should always be kept informed if their child frequently uses inappropriate behaviour in School, either by notes in the message book, or by word of mouth. The class teacher should liaise, even if an incident happened with another member of staff.

Strategies for dealing with misbehaviour in the playground are to be found in the Preparatory School Supervision Policy.

## **EXTREME SANCTIONS**

A pupil may be unable to attend an after-school activity or a school trip if their behaviour is such that the safety and security of that child and others cannot be guaranteed, or that their behaviour consistently requires teacher intervention and ultimately disrupts learning. In the case of the latter, strategies for improving behaviour must have been tried in the build-up to the point of the sanction imposed.

Exclusion from the Pre-Prep School is an extreme step and will only be taken in cases of:

- Long-term misbehaviour where the child is not responding to strategies employed and the safety and learning of others is being seriously hindered
- An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action

Ultimately, the Head has the right to refuse to allow a child to return to School after either of the above if it is considered to be of such magnitude as to warrant such action.

It is important to consider the above in the light of the Safeguarding and Child Protection Policy and the Anti-bullying Policy.