



Behaviour Policy

Pre-Prep School

RATIONALE

All behaviour is a form of communication. 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 PSHE 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:

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt



Do be honest

Do not cover up the truth

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

Through praise, positive relationships and classroom strategies the school fosters a sense of belonging and security in the pupils. All members of staff undertake safeguarding training and understand how to listen to children who have concerns or anxieties that might be affecting their behaviour. In September, each class is read 'The Worry Box' by Suzanne Chiew. Each year has its own Murray the Worry Bear (a teddy based on the bear in the story) who they can hold if worried, and is there to remind the children that they can write down their worries and put them in their class 'Worry Box'. The teacher regularly checks the worry box and will appropriately address any concerns contained within it. In Early Years, children are encouraged to draw pictures or seek help from an adult if they wish to put a worry in the box.

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 Head

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 Head.

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.

EQUAL OPPORTUNITIES STATEMENT

Clifton College maintains an equal opportunities policy in all areas of school life. The aim of this policy is to ensure that no pupil receives less favourable treatment than any other on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. The College is committed to making this policy fully effective for all who study and work in the institution.

For clarification, the legal definition of disability expressly excludes certain conditions: A tendency to set fire, steal, physically or sexually abuse other persons, exhibitionism and voyeurism. In certain situations, where the physical abuse of others is part of a disability, for example an autistic child who lashes out at their care staff, this behaviour is not excluded and the pupil is entitled to the legal protection afforded by The Equality Act. The College is required to make reasonable adjustments to manage this behaviour and avoid putting the pupil at a substantial disadvantage, for example by making adjustments to the Behaviour Policy and to avoid the behaviour arising through de-escalation strategies, providing increased supervision and further staff training etc.

COVID PREVENTION MEASURES

The Michaelmas term will see an enhanced cleaning schedule with particular focus on shared areas and frequently touched surfaces. In addition the College will insist on robust hand and respiratory hygiene for all pupils and staff.

- All pupils must wash or sanitise their hands before the start of every session, before and after lunch and at other times when directed to do so. Hand sanitiser will be provided and used where necessary
- Classrooms and general areas must be kept tidy at all times to allow for rigorous cleaning
- All classrooms must be well ventilated
- In each of the Year groups pupils must use the bathrooms that are allocated to them



Measures for dealing with a suspected or confirmed case of COVID.

If a pupil displays any of the symptoms associated with COVID while at home then their parents must inform the College as soon as possible.

If a pupil displays any of the symptoms associated with COVID while in school they must report this to a member of staff as soon as possible.

All pupils must sit according to the teacher's seating plan so that we can assist NHS Test and Trace in identifying the close contacts of any positive case. Children under the age of 18 years old will no longer be required to self-isolate but will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test.