

The Prep (including EYFS) Behaviour Management Policy

Introduction

The Prep at Denstone College aims to encourage pupils to adopt the highest standards of behaviour, principles and morality. We aim to promote self-esteem through trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to encourage consistency and fairness in response to both positive and negative behaviour.

The Prep is an inclusive community. We welcome pupils from a variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aim to develop the whole person equipped to take his/her place in the modern world. We aim to encourage the involvement of both home and School in the implementation of this policy.

Aims

The aims of our Behaviour Management Policy are rooted in the ethos of our school and are intended to support effective teaching, learning and personal development of all individuals.

The Prep endeavours to provide a secure, happy environment constructed around a clear and consistent framework which encourages a pupil to respond to the best of his/her abilities in a fair and just manner.

We would like the children to develop the following attitudes:

- Tolerance
- Consideration and kindness towards others
- Awareness of each other's needs
- Respect for others
- Curiosity and keenness to learn
- Honesty with others and themselves
- Confidence in themselves
- A sense of justice and fair play

We would like adults to be those who:

- lead by example i.e. display the above attributes
- create a positive school environment with realistic expectations
- emphasise the importance of being valued as an individual through a caring and respectful atmosphere.
- promote, through example, honesty and courtesy
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure pupils understand the steps available if they have any concerns

- do not pass off abusive comments and interactions as mere banter.
- have clear, consistent expectations of appropriate behaviour ensuring fair treatment for all
- work as a team to discuss issues, problems with each other, to take advice and to find solutions and ensure consistency of expectation
- foster a secure, relaxed, respectful atmosphere to create an effective learning environment
- keep a careful watch on the children to evaluate development and to discover any incipient problems
- are aware of and follow the school code of conduct
- work with the parents to aid the social and emotional development of the child.

Rationale: Promoting Positive Behaviour

The Prep recognises the importance of positive behaviour and its impact upon teaching and learning. Consistency of approach is crucial to raising standards in this area. Along with a positive approach, the promotion of effective communication and the reinforcement of clearly defined consequences and rewards are important.

We aim to place the emphasis on praise and reward for good behaviour by encouraging, promoting and celebrating good behaviour.

Thus, we would like the children and adults to follow the precept 'Treat others as you would like them to treat you.' Discussions on appropriate behaviour should be closely linked with Christian ethics and British values.

We believe that children are happiest and most secure in a well-ordered environment with clear expectations of behaviour and clear boundaries which are consistently maintained. The children should be aware of appropriate behaviour and so observe the social code of the class/school community. In this way, every child can learn, and develop at his/her own rate with positive encouragement from peers and adults.

We believe that good behavioural habits are vital to the smooth running of the class/school and to the social/emotional development of the child. They also lay the foundations for considerate, tolerant attitudes in future years.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging all pupils to have a voice. We do this through an openness in our community and through specific channels such as 'Circle Time', the Pupil Parliament, Ministry of Food and the Suggestion & Problem Box.

The school encourages positive behaviour. Its sanctions are to help us to manage challenging behaviour. Parents and Guardians undertake to support the authority of the Head of Prep in

enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

In order to foster the above with good discipline we expect pupils of an appropriate age to make themselves familiar with the code of conduct of the school.

Our simple philosophy is: **Treat others as you would wish to be treated yourself.** There is no formal set of school rules. Children are encouraged at all times and in all places to follow a simple **Code of Conduct:**

Respect everybody's right to attend school and to learn
Respect your teachers
Respect your fellow pupils
Respect your school
Respect God's world
Respect your family
Respect yourself

Behaviour management in The Prep.

Within The Prep we aim to promote an environment where everyone feels happy, safe and secure. The behaviour management policy is a means of promoting good relationships, so that people can work together in an effective and considerate way. We expect every member of The Prep community to behave in a respectful way towards others. We treat all children fairly and apply this behaviour management policy in a consistent way.

This policy aims to help children grow and become positive, responsible and increasingly independent members of the school and wider community. We reward good behaviour, as we believe that this will develop an ethos of care and co-operation. This policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour. We make a clear distinction between the child and their choice of behaviour pattern.

Steps to achieve consistency in expectation.

Children can enter the school with very different home/pre-school experiences and behavioural patterns.

To produce a well ordered, secure school environment we:

- are aware of the children's different home situations and needs by liaison with parents and previous schools. Once a pupil has registered to start, we request a report from previous school. Informal discussions with parents are common at the end of the school day. We also organise individual consultation conferences as required and formal parents' evenings. Parents of new children are contacted by their child's class teacher after they have been in school for a month or so to make sure that they are settling in without difficulty.
- observe and discuss the children informally and at staff meetings

- have agreed on basic rules e.g. for the playground and discuss behaviour to achieve consistency
- take time to communicate our expectations to the children, explain the reasons for the rules and appropriate behaviour.
- encourage the children to try and sort out their problems e.g. in the playground by independent discussion. The teacher will always be available to listen and advise, but in many cases, direct involvement should be unnecessary - enforce the rules by praise, discussion and encouragement.
- lay great emphasis on P.S.H.E. We discuss such issues as how behaviour affects others, the importance of love and tolerance, care of our environment. These discussions may be on a departmental, class, group or individual basis and are directly related to the developmental stage of the child.

Rewards and Sanctions

The school's emphasis is on rewards to reinforce positive behaviour, rather than to use sanctions. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. Rewards are earned by the maintenance of positive behaviour as well as by particularly noteworthy effort or achievement. The range of rewards used at The Prep is listed below:

- Verbal praise, comments to children, immediate positive feedback
- Positive written comments in workbooks (age appropriate)
- Recognition from other members of staff, including Head of Pre-Prep and Head of Prep
- Star of the week/day awards (PP) Pupil of the week (MP)
- Sticker charts (R)
- Whole class reward incentives such as marble jars are used to encourage teamwork and good behaviour where the children can earn a special treat as a whole class. (PP)
- Inform parents of their child's achievements, progress and improved behaviour where applicable – via email or face to face at the end of the day
- Postcards sent home to recognise outstanding effort/achievement
- House Credits – children are assigned to a 'School House' and accumulate credits throughout the term. At the end of a term, the winning House chooses their treat.
- Children also receive a certificate during the End of Term Celebration Assembly based on their accumulation of credits over the term (MP).
- Each term in the Final Assembly, a child from each form will be rewarded with a prize for the highest credits achieved. If a child won the prize in one term, they will not be eligible to receive it again.
- Certificates are also presented to children to mark achievements, activities and kindness. Children collect stickers/stamps on a chart to achieve Bronze, Silver, Gold,

Platinum, Ruby, Emerald, Sapphire and Diamond certificates which are awarded in Head's assembly (PP).

- Being selected to do special tasks or errands

Rewards and sanctions should be seen to be fair and appropriate to the circumstances. We aim to:

- Focus on what is expected rather than what is not
- Reinforce appropriate actions and behaviour with praise and rewards
- Ensure children are aware of the consequences of inappropriate behaviour

Procedure for Dealing with Behaviour Incidents

In The Prep, if inappropriate behaviour occurs, it is dealt with gently and firmly, reemphasising the ethos of the school and explaining why certain behaviour is deemed unacceptable.

How a particular type of behaviour is handled will depend on the child, their age and the circumstances. **Under no circumstances will staff give corporal punishment or physical threats.**

Physical restraint, such as holding a child, will only be used for the purpose of averting immediate danger or personal injury to a person (including the child) or to manage a child's behaviour if absolutely necessary. A record of any such physical intervention will be noted on CPOMS and parents will be informed. The actions that we take are in line with government guidelines on the restraint of children.

If inappropriate behaviour continues, various measures may be taken, including:

- Politely asking the child to stop behaving inappropriately and explain why a certain behaviour is deemed unacceptable.
- Use the 'Steps of Praise' ladder displayed in classrooms:
 - Stay focussed/ warning = verbal warning, spoken to at the end of the lesson
 - Oh dear! = consequence e.g. lose part of play (time missed dependent on teacher's discretion), move place
 - Debit = 3 credits lost for House total and loss of break time. Written explanation of behaviour by pupil where they set their own targets / letter of apology.

Where possible, pupils should have at least 5 minutes of their break time remaining to have some time to themselves before commencing further lessons.

It may be appropriate to inform parents if their child is persistently unkind to others or if their child has been upset. Our ultimate aim is that we work

in partnership with parents to lay foundations from which children will grow into happy, self-confident, well-adjusted individuals.

- Debits - An accumulative total of debits received by pupils will be kept on a tracking chart. After each debit, the Head of House will have a gentle chat with the child to help reaffirm expectations of behaviour.
 - Three debits during the timeframe of a term = the child meets with Head of Prep. Parents will be informed.
 - Six debits during a timeframe of a term = Heads detention. Parents will be informed.
 - In extreme cases of poor behaviour, a debit will be given without warning. Behaviour includes rudeness and bad language, deliberate violence towards others, defacing of school and other people's property.

- Pupil may be put on a behaviour card overseen by Form Teacher
 - Further support may be gained by behaviour card being overseen by the Head of Pre-Prep, Head of Pastoral, Head of Prep.

- Internal exclusion - If serious breaches in discipline occur regularly or a child continues to accumulate debits and an unacceptable total is reached, this may result in the child missing school events/outings (including the residential trips) or being suspended. This is at the discretion of the Head of Prep and Head of the College.

- Suspension and Expulsion of Pupils - The Head of the College reserves the right to suspend or expel any pupil in the following cases:
 - A pupil found guilty of gross misconduct or very serious breaches of the rules that put themselves or others in serious danger.
 - A pupil found guilty of severe or persistent bullying.
 - A pupil who consistently and repeatedly is badly behaved and who is not able to modify his/her behaviour, even with the full support of the school.

Suspension should be the penultimate deterrent and expulsion should be seen as a last resort when all strategies have failed.

If a parent has any concerns over a sanction given, they are entitled to raise their concern with the teacher, Pastoral Lead, Head of Pre-Prep, Deputy Head of Prep, Head of Prep or the Head of the College.

Boarding behaviour and sanctions

Generally speaking, school expectations and rules apply in boarding houses and in boarding times. There will, of course, be some adaptation to suit the context of boarding and to reflect our boarding principles, and there will be further rules and expectations which are particular to boarding and individual boarding houses.

Both positive and negative behavioural and academic issues which arise during the school day may be followed up by the boarding team (in the way they might be for a day pupil at home), and positive and negatives in boarding may be followed up by the pastoral teams in the Prep School.

Incidents involving poor behaviour in boarding houses will be dealt with in boarding houses initially. They are monitored by school pastoral teams and may be escalated so that sanctions are issued or reinforced at this higher level.

In-house boarding sanctions include the following:

- In the case of Prep boarders, sending an individual to take some time out to calm down and for reflection.
- Removal of privileges.
- Not allowing a boarder to attend an evening activity or event.
- Extra duties within the boarding house.
- Gating.
- If it is deemed that a boarder poses a safety threat to themselves or others they are likely to be sent home the same evening.

Heads of boarding houses should be the decision-makers in the case of in-house sanctions at the more serious level (5 and above).

Boarding Positives and Negatives are used to record incidents and, in the case of Negatives, any in-house sanction issued will be noted. These Positives and Negatives are viewed by pastoral staff in The Prep; this enables key staff to keep an overview and decide when further action needs to be taken, then following the wider-school procedures. There will often be a pastoral dimension to behaviour incidents, and, in such cases, CPOMS records should be kept for all pupils involved, in addition to any Boarding Negatives.

Hurtful behaviour

We take hurtful behaviour very seriously and any incidents of bullying will not be tolerated. If we discover that an act of bullying has taken place, then procedures outlined in our Anti-Bullying Policy will be followed. However, young children may at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not always helpful to label this behaviour as 'bullying'. For some children, hurtful behaviour is often momentary, spontaneous and without cognisance of the feelings of the person whom they have hurt.

Young children may behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. Therefore, 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. We help a child to understand the effect that their hurtful behaviour has had on another child; we encourage the children to say sorry and understand the meaning of their action and this word.

Children with SEND

We recognise that sometimes special provision and reasonable adjustments may need to be made for some pupils. At such times the appropriate course of action is to discuss the pupil in question with the Head of Learning Support and determine a possible best course of action in conjunction with parents, carers and specialists.

The role of staff

It is the responsibility of all staff to ensure that the Code of Conduct is followed and to lead by example. Form teachers should take an active role in consistently encouraging good pupil behaviour from their class and all children both in lessons and around school. Staff should have high expectations of children with regards to behaviour and they should strive to ensure that all children behave to the best of their ability. Members of staff should also be vigilant about:

- Setting a proper example of respect, kindness, courtesy and good manners
- Ensuring that standards of discipline are maintained in a quiet, controlled, caring atmosphere.
- Dealing promptly and effectively with all reported incidents.

Discipline

All discipline must be seen in the light of the child's welfare.

The role of the Parents

We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. Parents are encouraged to participate in consultation evenings to discuss their child's progress. They are also aware that the school operates an open-door policy and that they can contact any member of staff at any time.

If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of Prep. If the concern is about the class teacher, parents should contact the Head of Prep directly. If these discussions cannot resolve the problem the parent should contact the Head of the College. After this, if the problem remains parents should follow the school complaints procedure.

Incident Reports and Pastoral Log

All incidents are recorded on CPOMS, this is to enable all staff to spot any trends in behaviour and allows a comprehensive record of any incidents as they arise. All teaching staff have access to CPOMS, and it is regularly checked by form tutors, pastoral lead, Head of Pre-Prep

and Head of Prep. This allows us to take a pro-active stance on behaviour issues and enables us to “nip in the bud” any issues before they become too serious.

Monitoring

The Head of the Prep is responsible for implementing this behavioural management policy and for advising staff on behavioural issues.

Appendix 1

The Prep at Denstone College: DEBIT

A debit is given for acting unwisely, even after a verbal warning, or for more serious wilful offences. This is for you to use to think about what went wrong so that it does not happen again. You should answer each question, writing the number of lines told to you by the teacher.

Issued by:	Date:	Time:
Issued to:	Form:	House:
Offence:		
Deadline for completion and return (normally one school day)		
What did you do wrong?		
Why was it wrong? (Think about the Code of Conduct)		
What will you do to try and put things right?		
Teacher's signature		Date: