



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 Paul Dix, 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 are supported by all staff in adhering to our 3 school rules (known as the 'Golden Rules'). They are displayed across the site, introduced at the beginning of the year and are referred to regularly by all staff during the course of the day. This reinforces what we believe is good behaviour. The Golden Rules are:

- Be Ready
- Be Safe
- Be Respectful

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 classroom specific rules and charters are phrased positively (e.g. 'walk sensibly in the classroom' rather than 'do not run').



Rewards are given to reinforce good behaviour. The following strategies are employed by staff to reinforce positive conduct:

- First attention to best conduct
- House points for individuals
- Whole Class Reward (Chip in the jar)
- The Golden Book
- Head's award

Staff within year groups discuss the allocation of rewards in order to have consistency within year groups.

'House Points' enable 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. Children can be awarded 1, 2 or 3 House Points as a reward. Once a threshold of points is reached, the house is rewarded with a disco/event of their choosing in discussion with the Head. Each half term the house with the most points is awarded the house cup for the following half term. Examples for how staff should allocate points were decided by the pupil school councils as follows:

1 point:

- Good manners (saying please, thank you, excuse me, being polite)
- Being sensible, listening in class, working hard
- Trying new food at lunch time
- Being helpful
- Telling a grown up when someone else is hurt or upset
- Good tidying up in the classroom
- Trying hard with something you don't find easy

2 points:

- Holding the door open for someone else without being asked to
- Tidying up the classroom without being asked to
- Picking up rubbish in the playground/putting away equipment without being asked to

3 points:

- Choosing to look after someone when they are upset or hurt
- Being an exceptional friend to a new joiner
- Significant effort in independent work at home
- Producing a piece of work that everyone is exceptionally proud of

All members of staff, including support and peripatetic staff, should know that this reward is available to them to award.



In a weekly celebration assembly, positive acts and behaviours by individual children are celebrated by recording them in The Green Book. The names of those children and the reason for their entry in the book is announced in the assembly, the children are given a special sticker and they then attend 'The Green Book Tea Party' in the Head's office.

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.

Head's awards can be given by the head in addition to the above to celebrate one-off circumstances that are deemed worthy of higher recognition.

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) via the daily morning briefing doc 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 are shared at the beginning of the year with staff, and a consistent approach in process and language is expected from all adults. Staff follow the steps below in addressing children whose behaviour is not meeting expectations:

1. Verbal reminder (chance to change)
2. Thinking time (in class)
3. Reflection time (in another class)

Inappropriate Behaviour is always managed in a calm, emotionally intelligent manner by all staff

When speaking with a child about unacceptable behaviour, staff will remind children of



previous good effort or behaviour in order to reinforce that, not only is better expected, but is also achievable.

1. Verbal reminder

To redirect behaviour primarily we use the following 3 questions:

What are you doing?
 What should you be doing?
 What are you going to do now?

Staff remind children that this is their verbal reminder. To help children understand a consequence will follow if a change doesn't occur within a given timeframe, we can use the following script to discuss behaviour with children:

I have noticed that...
 I need you to ...
 Thank you for ...

We can use the same acronym for disclosures 'TED' to discuss behaviour choices:

Tell me...
 Explain to me...
 Describe to me...

2. Thinking time

Sitting in a quiet/separate space within the class to continue with work

3. Reflection time

Going to a colleague's classroom to work there for a period of time

When using these strategies, it is important that children should be given the chance to reflect on their behaviour and be given the opportunity to learn from their mistakes. All members of the school community will treat each day as a new day and practice forgiveness. In order to facilitate learning we need to use restorative conversations with the following script:

- What happened?
- What were you thinking?
- What have you thought since?
- Who was affected as a result?
- What do we need to do to put things right?

In speaking with a child about an incident it is important that:



- 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.