



BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

PRE-PREP INCLUDING EYFS

Status and Review Cycle:	Statutory / Bi annual
Policy reviewed and amended:	14.3.22
Next review date:	14.3.24
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BEHAVIOUR

Behaviour Management Policy and Procedures

At Sevenoaks Preparatory School we are committed to promoting the health and welfare of all pupils without discrimination and to support children's well-being and holistic development. We believe in

encouraging children to respect themselves, others and properties through the use of everyday routines and activities offered in a secure, challenging and stimulating environment with clear boundaries and expectations of positive behaviour. Pre-prep aged children are learning right from wrong, as well as what is acceptable and unacceptable behaviour. The role of the staff is to enable the children to understand the feelings of others and realise that certain actions have consequences. We support the children to take responsibility for their actions inside and outside of the classroom and encourage the children to think about thoughtful and kind behaviour. This is also promoted through following the school's Way of Life and the school song.

We strongly believe children develop the concepts of positive social behaviour from the adults surrounding them. We believe in supporting children to develop a good understanding of positive and acceptable behaviour through: -

- Role modelling good behaviour and respect for others and for property.
- Positive engagement with others – adult and peers.
- Rewarding behaviour through praise and positive reinforcement.
- Allowing children to express their own feelings in a manner that is known to them whilst at the same time offering words of encouragement and strategies aimed at helping the individual child establish differences between acceptable and unacceptable behaviour. Managing Feelings and Behaviour is one aspect of Learning and Development within the *Development Matters in the Early Years Foundation Stage Guidance* (DfE, 2017) that needs to be nurtured.
- Working in close partnership with parents and carers to establish good relationships and acknowledge appropriate strategies to help deal with inappropriate behaviour. This can be continued in both environments (home and within school), in order to offer the individual child a level of consistency and continuity of care.
- Helping all members of staff to understand what appropriate behaviour is for a child at each stage of development.

We DO NOT believe in:

- Physical punishment of any sort, or threats. The school does not threaten corporal punishment (slapping, smacking, or shaking) at any time, and will not use or threaten any punishment which could adversely affect a child's well-being. However, it may be necessary to use restraining action in an emergency to prevent personal injury. Please refer to 'The Use of Physical Intervention' section of this policy for more detail.
- The use of words that can be detrimental to a child's self-esteem.
- We have a policy of no shouting and of treating each child with fairness and respect.
- Depriving a child of refreshment or forcing a child to consume refreshment.
- Teasing, humiliating, scape-goating, frightening or isolating a child, is also strictly forbidden.

These will not be used by any member of staff within the school or by visitors to the school.

Parents as partners

Parents play a vital role in promoting good behaviour and working in close partnership with parents is essential.

The school will endeavour to promote good home/school liaison by:

- Promoting a welcoming environment to enable good relationships between staff and parents.
- Giving parents regular, constructive communication and feedback.

We expect parents to:

- Keep us informed of behaviour difficulties they may be experiencing at home to enable us to support the family.
- Inform us of any significant event that may impact on their child's behaviour (Eg. death in the family, divorce, parental difficulties) to enable us to closely monitor and provide extra care where needed.

The Head of Pre-Prep, Assistant Head (KS1), Early Years Leader (for children in EYFS) or Teacher:

- Acts to ensure the safety and welfare of the children in the school
- Allocates a member of staff to be with any child whose behaviour is giving cause for concern
- Discusses with parent of the child whose behaviour is giving cause for concern and offers support to agree an action plan
- Staff and children will work together to establish a clear set of 'ground rules' governing all behaviour.
- The Way of Life will apply equally to all children and staff.
- Positive behaviour will be reinforced with praise and encouragement.
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour as well as enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out.

Nursery and Kindergarten

Children at this stage will have a range of developing emotions. Staff are trained to help the children in a sensitive and caring manner as they explore how to play alongside others in a positive way. Sharing and turn-taking can be very difficult for children at this age, and this can cause some children to become frustrated or overwhelmed. Time is spent helping the children to recognise their own and other's needs and wants, and to begin to adapt their behaviour accordingly.

All children are taught to be gentle and kind to their friends, and staff will role-model positive play through carefully planned activities which are designed to build upon personal, social and emotional development. All behaviour interventions by staff are calm and effective. Children may need some quiet, reflective space with their key person or another trusted adult after a behaviour incident has occurred. All behaviour incidents will be discussed openly with parents and a plan for next steps will be decided together. Partnership with parents is vital to support each child's individual needs, and regular dialogue with parents is actively encouraged in the early years of school life.

Positive Behaviour

The Pre-Prep praises and rewards children for good efforts in their work, for appropriate behaviour and for following The Way of Life. There may be some slight differences between the year groups as we recognise the gradual maturity of the children; what appeals to children in our Early Years Department as a reward, is not necessarily appropriate for a Key Stage One child. A wide range of achievements are celebrated by: -

- Weekly badges for recognising good work and behaviour and for those following the Prep Way of Life.
- Top Table Award to recognise good behaviour and manners during mealtimes.
- Positive feedback from staff in books or in children's contact books.
- Golden Time
- Individual behaviour systems, such as star of the day, pom poms in a jar or stars in a jar
- House point system linked to pompoms in classrooms, celebrated termly and in line with Years 3-8

The Pre-Prep recognises that having a positive and strong Growth Mindset creates motivated learners who embrace challenge and learn from setbacks. We encourage children to take ownership of their own behaviour and learning.

Negative behaviour will be challenged in a calm but assertive manner. Staff will be open in stating and explaining non-negotiable issues. Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.

Way of Life – Our School's Values

- I ought to think at all times how my every action will affect others in my life: parents, friends, relations, teachers and everyone younger than myself.
- I ought to treat all others as I would want to be treated myself and take a personal interest in how other people feel.
- I ought not to touch anything that is not mine, unless with permission or unless I am being helpful.

- I ought to be polite to everybody at all times and be positive in my actions.
- I ought to take responsibility for my own maturity by ensuring I assist in the smooth running of the school and my home.
- I ought to take ownership of my studies, concentrating and applying myself to achieve to the best of my ability.
- I ought to obey in the right spirit the instructions of my teachers and parents.
- I ought to report immediately any damage or unfortunate behaviour to my teachers and/or my parents.
- I ought to remember that in life my aim should be to solve problems not cause them, to build bridges rather than knock them down, to trust others and to be trusted, to put the needs of others first and mine last, to improve and make better whatever or whoever I am involved with.
- I ought, at all times, to be totally honest to myself and to others.

Our School Song

Boys and girls from around the world
Are welcome in this school
Each has their own gift to bring
To teach us one and all

To think of each other and not just of ourselves
Looking out for a friend in need
To encourage each other with honesty and love
Makes a better world for you and me

I make choices every day
On how I will behave
True and helpful things I'll say
Being kind always

To think...

After school or out at play
When no-one's there to see
I just want to be someone
That I am proud to be

To think...

Reception – Year 2 Behaviour System

We operate a 'Good to be Green' behaviour management system from Reception – Year 2. We believe that children can make choices about how to behave, and we reflect that through our practice. Children are encouraged to take ownership of their own behaviour and work to correct poor choices.

Green	Children make the right choices in their behaviour. They follow The Way of Life and are positive role models for behaviour.
Yellow	If they make the wrong choices and break the class rules, they will go to Yellow and will sit away from others in the class.
Orange	<p>Continual wrong choice of behaviour means they will go to orange.</p> <p>Continual wrong choices of behaviour inside the classroom will result in the child being sent to another classroom and the Pre-Prep Deputy being informed.</p> <p>Continual wrong choices of behaviour outside the classroom will result in the child being set to the Pre-Prep Deputy.</p> <p>In all cases, the Pre-Prep Deputy will ask children to reflect on which school rule has been broken and what they will do to make amends.</p> <p>The class teacher will speak to the child's parents at the end of the day. If the parent is unavailable at pick up, the class teacher will contact the parents via email. At this point, the Pre-Prep Deputy may also join parent meetings.</p>
Red	<p>Persistent wrong choices, verbal or physical abuse of any kind; will result in being sent to the Head of the Pre-Prep.</p> <p>The Head of the Pre-Prep will discuss and reflect on the persistent wrong choices that the child has made.</p> <p>The Head of the Pre-Prep and the child's class teacher will meet with the parent to discuss this level of behaviour.</p>

Children with Additional Needs

For some children with additional needs, we recognise they may find it harder and take longer to understand which behaviours are appropriate in school. We will work very closely with parents and give more tailored support to the specific needs of the child.

The Use of Physical Interventions

The Education and Inspections Act, 2006, Section 93, states that members of staff may use force that is reasonable in the circumstances for the purpose of a preventing a pupil from doing, (or continuing to do), any of the following:

- Causing personal injury to any person, including themselves.
- Causing damage to the property of any person, including their own property.

The EYFS Statutory Framework (2017) states:

‘A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.’

Physical intervention will only be used as a last resort to prevent children from injuring themselves or others. Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Staff will use physical intervention as an act of care and control, and never punishment. Physical interventions will not be used purely to force a child to do what they have been told or when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

Where a member of staff has had to intervene physically to restrain a child, the Head of Pre-Prep will be notified, and the incident recorded in the Incident Record Book. The incident will be discussed with the parent/carer at the earliest possible opportunity.

If a staff member commits any act of violence or abuse towards a child, serious disciplinary action will be implemented.