



SOMPTING ABBOTTS SCHOOL PRE-PREP POSITIVE BEHAVIOUR POLICY (Including EYFS)

This policy has been written in compliance with the guidelines contained in the DfE Guidance 'Behaviour and Discipline in Schools (2016) and The Early Years Foundation Stage Statutory Framework 2021. The policy has regard for the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and how reasonable judgements are made for these pupils.

OUR BEHAVIOUR POLICY EXPLICITLY REJECTS THE USE OF CORPORAL PUNISHMENT.

1. Introduction

At Sompting Abbots School Pre-Prep department, we believe that all children and adults in our school and community are important. We have a legal responsibility to ensure every child is safe and protected from harm. We aim to provide an environment where everyone feels valued, happy and secure.

We are committed to enabling all of our pupils to access their education successfully by regulating the conduct of all pupils. Keeping pupils in control is not an educational aim in itself, but it is a necessary pre-requisite for the achievement of many other educational aims.

2. Values

This policy is based on the following beliefs:

- Developing the whole child enables them to take responsibility for their own behaviour by promoting positive self-discipline and proper regard for authority.
- Providing a welcoming and friendly atmosphere in which the children will feel secure and develop the skills, will enable them to make the right choices.
- Encouraging positive behaviour and respect for others aims to prevent all forms of bullying among pupils.
- Children need to know when they have been successful. Improved self-esteem leads to improved behaviour.
- Schools can and do make a difference to the personal development of the child.
- Praise and positive reinforcement is more effective than punishment.
- Good behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times.
- Good behaviour for learning allows children to work and participate to their full potential, completing assigned work in connection with their education.
- Children should have equal access and opportunity to the curriculum.
- Effective links and co-operation between home and school are essential to success.
- Consistency is the key to success. The positive behaviour management and assertive discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

3. Aims and Objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Towards achieving these aims, staff will provide a safe and stimulating environment; a challenging and inclusive curriculum built on Friends Resilience principles and strategies with humour, positivity and the highest expectations for all children, in all classes, to achieve their full potential.

We aim to promote positive behaviour throughout our school. We encourage cooperation, consideration and good manners, all of which link in to how we promote British Values for strong citizenship. In order for children to thrive, they need to feel appreciated, safe, secure and understand clear boundaries. Each child is valued as an individual and respected by all staff. We practice and promote positive, considerate and respectful behaviour; staff are encouraged to regularly use praise and positive reinforcements to ensure that children gain a sense of their own value and self-worth.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. All staff use positive strategies for handling any inappropriate behaviour by helping children to find solutions in ways which are appropriate for the child's age and stage of development. For example, acknowledgment of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so they can learn a more appropriate response in the future.

4. Rewards

To encourage and reward kindness and good manners as well as academic successes, effort and achievement, the Pre-Prep operates a House system. Children will join either the Finches, Owls or Robins and enjoy gaining House points for their team.

Other rewards include:

- Verbal praise, stickers and positive comments in books to reward and acknowledge children's achievements
- Children can also receive a Commendation in Friday assemblies
- Their named bird on the commendation tree has a feather added when a commendation is given.
- Pupils also have the opportunity to share and celebrate their work with others in Friday assemblies.
- The Head of Department enjoys giving special stickers for excellent pieces of work

5. Sanctions

Staff will always try to divert children's attention positively before conflict occurs. If there is conflict, or unacceptable behaviour does occur, the child will not be humiliated or isolated, and staff are mindful of the child's individual circumstances, their level of development and any other contributing factors.

We believe that a child showing inappropriate behaviour must be given the opportunity to consider their actions and be able to choose to behave appropriately or accept the consequence should they continue to misbehave.

The consequences given to the child will vary according to age and the type of inappropriate behaviour observed, in all situations talking with the child to establish how they are feeling and why is vital, whether this is directly at the time or when the child has had time to calm.

When this conversation has occurred, a consequence can be discussed and agreed upon between adult and the child, this may be an apology to others involved, some time for the child to do a calming activity, time with another child or focussed time with a teacher.

As children grow older and progress through the Pre-Prep, their understanding of behaviour expectations are improved, through learning in PSHCE lessons and circle time sessions where feelings and managing them are discussed, as well as their social skills in how we express ourselves and our behaviour towards each other, this ensures the children are equipped to choose a good behaviour.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

6. Supporting and Encouraging Positive Behaviour

Staff will encourage children to develop skills that allow them to communicate, negotiate and influence those around them in a positive manner. We encourage children to understand their own and others' feelings.

Often children display unwanted behaviour in order to gain attention from an adult, as staff we understand this. When this type of behaviour occurs, staff will focus and praise all the wanted behaviours to encourage the child to change their behaviour to gain the positive response and praise.

Adults working in the Pre-Prep will continue to support a child during the difficult times thus showing that even when they are at their most challenging, we are going to remain attached and connected. This will help to build them into robust, resilient happy and trusting children.

If a child is hurt in a conflict a member of staff will immediately comfort the child who has been upset/hurt. A staff member (usually the staff member that witnessed the incident) will talk to the child that hurt a peer to discuss why they have displayed such behaviour. The staff member will encourage the child to make a decision on how they will resolve the conflict.

Interventions may include talking through a child's behaviour, discussing how their actions have made us, and the children feel and considering what we might do to make our friends feel better. The word sorry is not emphasised as being important however we focus on showing them how to solve the problem and role model ways of showing an apology.

Staff do not use any form of physical punishment as a method of dealing with unacceptable behaviour, nor do they raise their voices inappropriately. All staff discuss the expectations with children at the beginning of the school year and throughout. Pre-Prep Golden Rules are presented to the children for discussion. In this way, every child in the school knows the

standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour, all staff discuss these with the whole class, groups or individually as appropriate.

It is the responsibility of all staff to ensure that the golden rules are followed in their class, and that their class behaves in a responsible manner during lesson time. All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Staff treat each child fairly and follow agreed rules consistently, treating all children in their class with respect and understanding wherever they may be.

We set clear boundaries to help children identify acceptable and unacceptable behaviour. To support and implement these boundaries, we use these broad promises to establish individual class ideals:

- To try to be kind and gentle to each other with our words and actions.
- To try to share and take turns.
- To try to listen to each other and work quietly, when necessary.
- To try to take care of our books and toys and tidy them up when needed.
- To try to tell the truth.

The children are encouraged to listen to and follow these rules consistently throughout the setting and are referred to regularly to ensure all children are familiar with the promises.

7. Strategies for Managing Challenging Behaviour

The following strategies are used to manage pupil behaviour in the Pre-Prep. If challenging or dangerous behaviours are displayed, either in class or during play time, we use the following procedures. When outside, our approach must be in line with the behaviour management strategies we all successfully use in the classroom. If, after a first conversation, the child chooses not to behave in an appropriate way, staff will use the following procedure:

- 1) Explain that he/she has a choice as to whether to do the right thing, teacher to explain what the correct behaviour would be. Give the child a small amount of time to change their behaviour.
- 2) If the child does not make different choices at step 1, staff will continue to remain positive, re-encouraging the child to consider their behaviour.
- 3) Leave the child to think about making a change and congratulate good behaviour displayed, both from the child concerned and others.
- 4) If the child continues to behave inappropriately, a message will be sent to an available adult in the Pre-Prep, they will move to the incident and support the child in managing their behaviour and emotions – this may be in the classroom, if appropriate, or the child (or adult) may choose that 'Reflection Time' may be best away from the situation.

8. Recording Poor Behaviour / Contact with Parents

Incidents will be recorded in the class daybook and will be monitored by the class teacher. Should minor incidents occur regularly, or a serious incident occur, then parents will be informed by the class teacher.

If incidents continue to occur then parents will be asked to meet with the class teacher and the Head of Pre-Prep/Head of Early Years to discuss strategies for everybody to support the child with their behaviour.

If behaviour continues to be disruptive, despite positive interventions and strategies being used, the Headteacher, Head of Pre-Prep and parents will meet to discuss further ideas and interventions.

Written by K. Miles Head of Pre-Prep

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