



Behaviour Management Policy Pre-Prep including children in EYFS

At St Michael's we believe that children need to have set boundaries of behaviour for their own safety and the safety of their peers. Therefore we aim to set these boundaries in a way that helps a child to develop a sense of the significance of their own behaviour.

Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour take account of the age and stage of development of the child, are relevant to the action or actions and must be seen by the children to be fair. The teacher will ensure that the parents are fully informed about and support the actions being taken to modify a child's unacceptable behaviour.

It is imperative that children are exposed to modelled good behaviour from staff, and this in turn helps to develop an ethos of discipline and mutual respect.

The Behaviour policy is available on the school website.

The person responsible for behaviour management in the Pre –Prep including EYFS is the

Head of Pre-Prep: Mrs Zerrin Leech

- All staff must remain mindful of St. Michael's Safeguarding Policy and should the staff member believe that the child involved in a behavioural issue is suffering or likely to suffer significant harm as a result of sanctions imposed, they must refer to the Safeguarding Policy.

- Likewise it is important that staff consider whether disruptive behaviour could be the result of unmet Special Educational Needs, and consider whether multi-agency assessment may be beneficial.
- Corporal punishment (slapping, smacking, or shaking) will never be acceptable practices and will not be used. However, it may be necessary to use restraining action in an emergency to prevent personal injury or serious damage to property. All restraint actions will be recorded in SIMS and parents will be informed on the same day or as soon as reasonably practicable.
- Parents should feel free to discuss any concerns they may have with the teacher. All matters will be treated in the strictest confidence.

We aim to promote positive behaviour by rewarding appropriate behaviour.

Our **core beliefs** are:

- Behaviour can change and every child can be successful.
- Praise and a system of rewards are more likely to change behaviour than blame or punishment.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We are mindful and respectful of the Equality Act 2010.
- We always consider the safety of other children and minimize disruption while helping children to acquire self discipline.

To ensure that staff (paid member of school staff) are consistent in their approach regular inset meetings address behaviour and discuss its successful management in the classroom. Weekly staff meetings are also a regular window for timely discussions; this also ensures that all the staff on duty are made aware of any current behavioural issues and are mindful of how they are to be supported- Consistent boundaries and sanctions are put in place to support the child.

Non-teaching staff, parents and volunteers will be required to pass on any observations of poor behaviour to the teaching team and they will respond with the appropriate sanctions.

The Behaviour Policy is discussed with all new staff as part of the induction process. Professional development is also supported through the attendance of selected staff on relevant courses that address behaviour management.

Helping the Children to understand our expectations:

We have adopted a set of 'Golden Values' to encourage self-discipline, consideration for each other, our , and property.

These are:

- . We are Gentle
- . We are kind and helpful
- . We listen
- . We are honest
- . We work hard
- . We look after property

These values are explored through assemblies and circle time and are displayed around the school.

By praising the children and acknowledging their positive actions and attitudes, we hope to ensure that they can see that we value and respect them.

Rewards

All members of staff will recognize and celebrate appropriate behaviour at all times around the school through informal praise.

Wherever appropriate children's best efforts will be celebrated by:

- o Gold star awards
- o House points
- o Special responsibility roles e.g. playground buddy
- o 'Golden time' set aside for a whole class demonstrating good behaviour.

Transition

Times of change can be stressful for children and behaviour can change in response to such stress. The school plans for transition at all stages and works with parents, carers and pupils to ensure all pupils are familiar with the setting and people they will be with. Before a child joins the school they are offered Parent and Toddler sessions to meet each other see the setting and become familiar with staff and routines. From Year 2-3 transition activities are planned throughout the year where Years 3 and 2 are combined and engaged in exciting learning. Year 2 also attend lunch at Prep and an assembly. At the end of the year Move Up Morning sees all students moving up to their new class and for those leaving the school a transition programme is planned to meet the ends of those moving schools. For those with increased anxiety about transition the Heads of Years 6&8 and the learning Development Manager will plan closely with the receiving school transition visits which meet the pupils' needs.

Boundaries

- **Rules** are concerned with safety, care and respect for each other and our environment. Rough play and potentially dangerous behaviour is unacceptable. Name calling or acts of unkindness are not tolerated.
- Children who behave inappropriately may be temporarily separated from the group and given time to reflect on their actions.
- A child who has been upset/hurt will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

Sanctions

- In the first two years of EYFS (Nursery and Kindergarten) whilst children are still learning to take turns and share, adults will intervene to ensure that children do not hurt each other and to model positive behaviour. All children are taught to be gentle and kind to their friends and will be expected to apologise if they hurt another child. Time with an adult away from an activity will be used to calmly explain why behaviour is unacceptable and to deal with 'tantrums' that are often attached to such behaviour at this young age.

- In order to promote consistency amongst all staff dealing with the children a three stage procedure, using a traffic light system, is in place for children from Reception to Y2. By this age we believe most children have an understanding of consequences.
1. Each morning all the name cards of the children will be placed on the green traffic light. It is our strong belief that every day must start afresh and that the previous day's behaviour is wiped out, allowing for a positive start to each child's day. The first step, as always, will be to remind the child of the expected behaviour.
 2. Following this, a formal verbal warning will be given to stop the behaviour that is causing the problem and the child will be asked to place their name card onto the amber traffic light that is discreetly displayed on the classroom wall. We believe that all children should be given the opportunity to redeem themselves and to return to the green traffic light through their positive change in behaviour. All children will be given an appropriate length of time in which to do this.

3. If a child persists, then the child will be asked to move their name card onto the red traffic light. They are unable to redeem themselves from this position and the sanction of losing time during break will be actioned. Five minutes of break (or free activity time should the misdemeanour happen after the lunch break) will be spent reflecting on their behaviour. They will be given space to sit quietly in the playground, or suitable space in the classroom, where they will remain under the guidance of the teacher on duty. Isolation rooms **are not** to be used, as this is inappropriate for the age of the children in the Pre Prep. A visual aid such as a sand timer, will be available should staff feel that this will help the child. At the end of 'time out' the child will be expected to apologise and verbally reflect on their behaviour, before rejoining their peers.

Staff reserve the right to confiscate items that a child misuses in school. It will be kept safely and returned to the parents at the end of the school day.

In **extreme circumstances**, where a child has physically hurt another, the child will be removed from the classroom/garden/playground until they have calmed down and had time to reflect on their behaviour; this time will be spent with the Head of Pre prep. The Head will listen to the child and talk about strategies for handling emotions in a non-aggressive way. She will also identify ways that the child can make amends with the child or adult they have hurt.

For these rare incidents, parents will be informed about what has happened and a meeting called to discuss how we can all support their child.

A child with additional needs can sometimes need to spend time out of the setting. Where this cannot be facilitated by staff, parents or carers will be asked to collect the child.

Parents will also be informed should we find ourselves persistently needing to use any of the sanctions with their child.

Local agencies and professionals e.g. Child Psychologists, will be approached if unacceptable behaviour continues and there is concern that there may be a deep-rooted issue that may benefit from this more specialized support. This action will always be sanctioned in conjunction with the parents and fully supported in school.

Sometimes it will be necessary for additional adults to be involved in the day to day support of a child whose behaviour challenges the safety or learning of others. The cost of this support is met by parents.

Malicious accusations against Pre- Prep School staff will be investigated by the Head of Pre- Prep and in turn the Head of Prep and Governors. The school Complaints Policy for managing these accusations will be followed.

Physical Restraint

Occasionally there may be the need for staff to restrain children. The Education and Inspections Act 2006 enables school staff to use “such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do” any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise”
- The Act also defines to whom the power applies as follows:
- Any teacher who works at the school
- Any other person whom the head teacher has authorised to have control or charge of pupils”
- All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL’s Guidance “Restraint”.
- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- The chances of achieving the desired result by other means.
- The relative risks associated with physical intervention compared with using other strategies
- Every member of staff will inform the Head immediately after s/he has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol for managing that individual pupil’s behaviour.
- A Safe Restraint Record is kept on SIMS and copied to parents on the same day or as soon as reasonably practicable.

Positive Attitudes

It is acknowledged that children need their own time, space and encouragement to reflect on their behaviour. The role of staff is to enable children to understand the feelings of others and that certain actions have consequences. We want children to recognise that certain actions are right and that others are wrong and to take responsibility for these. The school PSHE programme uses circle time and assemblies to support the development of these attitudes.

Positive behaviour is encouraged through the collection of house points. Each child has their own personal chart. Excellent work (levelled according to each child's individual ability) effort above and beyond a fair expectation, consistent good manners and kindness towards others are all rewarded with house points for their charts. At the end of each week all the children's house points are totalled and the winning house receives a cup in assembly.

We believe that although it is important to celebrate individual good behaviour and effort, it is also important for the children to feel as though they are a cherished member of a team, and that their actions are valued by their peers.

Through the positive promotion of good behaviour and valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

Updated: October 2014 CHG

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