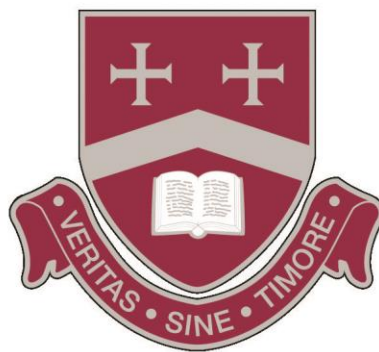


**Pre-Prep Behaviour Policy**



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CATERHAM PREPARATORY SCHOOL

## **Policy Statement**

Caterham Prep School recognises that good behaviour is more likely to be achieved when pupils are happy, engaged and inspired, have positive relationships with those around them and are able to maximise their potential. We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential as outlined in The Caterham Way.

To this end we seek to ensure that Caterham Prep School is a place where everyone feels happy, safe and secure and we aim to provide a caring environment in which all pupils are treated fairly, and with respect and understanding.

In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden. Caterham Prep School does not permit corporal punishment during any activity whether on or off the school premises.

This policy applies to all pupils, including EYFS, when on the school premises, or in the care of the school, or wearing the school uniform, or otherwise representing the school or associated with the school, for example on a school trip or visit. It is available to all interested parties (including volunteers and those supervising co-curricular activities or accompanying school trips) via the school's website or on request from the School Office.

Ben Purkiss, Head of the Prep School, is responsible for overseeing the management of behaviour issues in the Prep School and the EYFS setting. Kathy Browett – Clements, Head of the Pre-Prep, is responsible for the day to day management of behaviour issues, including implementing sanctions for low level matters across the Pre-Prep (including EYFS).

### **Aims of the policy:**

- To promote an environment where all members of our community feels safe, happy, valued and respected, following The Caterham Way
- To support a caring community where all are treated fairly, with values built on mutual trust and respect
- To promote good relationships on every level so that every member of the community can live and work together in a mutually supportive way
- To help the pupils to learn in an effective and considerate way, and to grow and become increasingly positive, responsible and independent members of the school and wider community
- To set out clearly any rewards that may be given for particularly good behaviour or achievements and award them consistently
- To set out clearly any sanctions that may be applied when misbehaviour occurs and apply them consistently

This document should also be read in conjunction with the following policies and documents:

- Safeguarding Policy
- Drugs Policy
- Exclusions, Expulsion, Removal and Review Policy
- Anti-Bullying Policy
- Online Safety Policy
- Admissions Policy
- KCSIE 2019
- The Equality Act 2010

## **Policy Procedure**

### **Index**

- 1. A consistent approach to promoting good behaviour**
- 2. School leadership**
- 3. Rewards**
- 4. Sanctions**
- 5. Before and After School Care**
- 6. Liaison with parents and other agencies**
- 7. Managing pupil transition**

## **Introduction**

At Caterham Prep School we work in partnership with parents to facilitate and encourage good behaviour. 'The prime responsibility for bringing up children belongs to their parents', but at school, we have a privileged responsibility to 'work with and support parents in caring for their children' *Learning behaviour: Lessons learned*, Steer (2009).

We aim to fulfil our responsibility through consistent modelling of good behaviour; through dynamic and effective learning and teaching through the teaching of behaviour strategies and a fairly administered system of rewards and sanctions. We encourage self-discipline and attitudes of tolerance, honesty, reliability and perseverance. These are reinforced through our culture of Growth Mindset.

'Help Children Achieve More', 2012, underpins the school's philosophy and aims. We aim to work closely with all those involved in the lives of our pupils in a supportive and cooperative fashion.

### **1. A consistent approach to promoting good behaviour**

All members of staff, including all support and bursarial staff, are aware of this policy and have worked on it together to create strategies and courses of action which reflect the ethos of the school and work on a day to day basis, through The Caterham Way.

As part of the school's Continual Professional Development policy (CPD) training for staff about behaviour management is held regularly; sometimes by external providers. As part of the Induction process new staff are mentored by an experienced member of staff. Part of this process is enabling the new member of staff to become familiar with the ethos of the school and the expectations of behaviour which are held.

We have an empathetic and supportive Tutorial system. Pupils know they can approach their Class Teacher, or any member of staff with whom they feel comfortable. Pupils know that staff will listen and act fairly.

Pre-School and Reception children have a staggered start in September, to allow Class Teachers and Teaching Assistants begin to establish secure attachments with the children in their class. Children who join other year groups, are 'buddied' with a peer to help them through the routine of the first few weeks and also through the expected norms of behaviour.

All pupils should be wearing school uniform. If a member of staff notices that pupils repeatedly flout the uniform, or who fail to dress smartly they should speak to them in the first instance and then report it to the Head of Pre-Prep.

Pupils with Special Educational Needs and Disabilities (SEND) and/or need learning support are supported by the Learning Support Coordinator and staff. Information is disseminated efficiently via ISAMS, meetings and staff briefings and best practice for each pupil is agreed upon. Early intervention is agreed for pupils who are experiencing problems. Strategies are agreed with parents, and are put in place for the management of the pupil's behaviour, and regularly evaluated.

The character of the buildings adds to the traditional ethos of the school and to its family orientated atmosphere. Where new buildings have been added they have been carefully and appropriately designed. All buildings are used, and internal and external communal areas such as corridors and the playgrounds are supervised carefully so as to promote good behaviour at all times. Play areas are divided into separate ages at certain times in the Pre-Prep to encourage cooperative play. The children are encouraged to put away mobile equipment and toys and to store them safely. This promotes community spirit and responsibility.

The school's approach to a healthy diet and hydration helps to encourage good pupil behaviour. Nourishing food is available to all children at lunchtime. Age appropriate levels of choice are given and staff encourage children to eat balanced meals. At morning break, fruit and water or milk are offered. Every child has a water bottle and is encouraged to keep themselves well hydrated.

## **2. School Leadership**

The weekly staff Briefing (0800 Monday mornings) ensures staff are kept aware of developments within the pupils' lives which might impact upon their behaviour. Should a member of staff feel concern about a pupil, advice and support are available from the Head of Pre-Prep, Deputy Head, and Headmaster.

The Head of Pre-Prep works closely with the Class Teachers to monitor the behaviour of pupils. All incidents and communication with parents about pupils' behaviour are documented and forwarded to the Head of Pre-Prep. The Deputy and Headmaster are however kept informed about behavioural issues and are able to step into the procedure, if necessary, from a knowledgeable position.

Pupils' behaviour is monitored informally through feedback from parents to the Headmaster; through the Suggestions Committee and through Staff Meetings and Briefings, which are minuted. The Head of Pre-Prep keeps a record of any ongoing behaviour concerns (see

Sanctions) and the Headmaster keeps a record of incidents of significant behavioural issues including sanctions, and an anti-bullying log.

### 3. Rewards

The Caterham Way is our School code of conduct. The Caterham Way enshrines the values which the school believes to be most important in life. Pupils can receive House points for positive behaviour. Rewards and sanctions are age appropriate and reflect the level of understanding of the pupil.

|                                      |
|--------------------------------------|
| <b>The Caterham Way</b>              |
| Treat others as you would be treated |
| Forgive                              |
| Look after belongings                |
| Listen carefully                     |
| Be polite                            |
| Be kind and helpful                  |
| Play nicely and share                |
| Be honest                            |
| Do your best to be your best self    |

#### Pre-School

In the Pre-School class, a range of rewards are used throughout the day. These include verbal praise, stickers, stampers and star of the week.

#### Reception, Year 1 and 2

From Reception, pupils are also introduced to a House system. All pupils are assigned to a House, Foxburrow, Pilgrims and Viewpoint. Through praise for good behaviour and/or effort children are awarded points which go towards a House total. They can also be awarded Rocket Points, which go towards a whole class reward. This is a communal, not individual system.

The House Cup is awarded at the end of each term in the final whole school Assembly. The children take part in House assemblies and the winning house can choose a special end of term treat.

Staff also use a range of other award strategies including verbal praise, stickers, stampers and certificates. There is a weekly 'good work' assembly.

### 4. Sanctions

If a pupil's behaviour falls beneath the standard which could reasonably be expected of them, the school has the right to administer behavioural sanctions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community.

Sanctions should

- impress on the pupil that their behaviour has not been acceptable and has not followed the Caterham Way which is our code of conduct
- deter the pupil from repeating that behaviour;
- assist in helping the pupil to make good choices in the future

Sanctions should always be given fairly; they are far more likely to promote positive behaviour if they are. For instance punishing a whole class when only some pupils are guilty would not be acceptable. This helps in the process of a pupil accepting responsibility for their behaviour and helping them make good choices in the future. It is imperative that everyone's reactions to inappropriate behaviour are consistent and that the sanctions available to staff are clearly understood. Playground incidents are reported to Class Teachers.

Pupils should be aware of the boundaries of acceptable behaviour. These are reinforced positively in Assemblies, class circle time, PSHEE (Personal, Social, Health, and Economic Education) lessons and constantly through reminders in The Caterham Way and the daily life of the school.

Sanctions should always be issued in a calm and controlled manner; they should never be threatened. If an appropriate warning has been issued and a sanction is given, it must be followed through.

If 'physical intervention' by staff is necessary, perhaps in a playground incident, staff may act to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)': this includes children in the EYFS as well as pupils in the rest of the School. Incidents are recorded following clear procedures. Please refer to the Education and Inspectors Act 2006 and the School's Safeguarding Policy. The school does not use corporal punishment.

### **Pre-Prep Sanctions**

It is important that any sanction or consequence are applied consistently by all adults. It is equally important that the language used by staff is consistent and the system is clear and easy to follow for all of the Pre-Prep children.

There may be times where a child will need a specific individual plan to address particular concerns or behaviours. This may include a risk assessment or the involvement of outside agencies. This will be discussed with parents before implementation.

### **Stepped Approach**

By having a stepped approach, it means that the child can be praised for making the right choice at every stage by correcting their behaviour. It is important to recognise that the majority of children will need reminders at sometimes and is not an indication of 'poor behaviour'.

- Step 1

If the child is not following the Caterham Way and have not responded to staff direction, the staff use will use a 'direct reminder'. The staff member will directly speak to the child to remind them of the expectation, ensuring that the child is looking and listening.

*[Name] Thank you for looking. Either you.....or you will choose to have a warning.*

If the child corrects their behaviour, staff will praise the child for making the right the choice and re-engage them in class (staff may use a visual cue such as a green card/star where necessary).

- Step 2

If the child does not respond to the 'direct reminder' the member of staff will issue a warning (showing them an orange card/star if a visual cue is needed), still giving the child an opportunity to correct their behaviour.

*[Name] Thank you for looking. This is now a warning (point to visual if needed). Either you.....or you will choose to go to have reflection time.*

If the child corrects their behaviour, staff will praise the child for making the right the choice and re-engage them in class (staff may use a visual cue such as a green card/star where necessary).

- Step 3

If the child still does not respond, the member of staff will show inform the child of the consequence (showing red visual if necessary) and tell them that they now have 'reflection time' to think about their behaviour.

Reflection time will always be in view of the member of staff and in class so that the children does not miss out on any learning. The child may be separated from the other children if necessary). The child will sit on a chair facing the member of staff (not against the wall).

A visual timer may be used e.g. an egg timer. The 'time out' timings are age dependent: For Pre-School and Reception it is 2 minutes. For Year 1 and 2 it is 3 minutes.

*[Name] Thank you for looking. As you have continued to.....you have now chosen to have reflection time (point to visual if needed).*

At the end of the reflection time, it is important that the member of staff supports the child to re-engage with the rest of class and encourages positive behaviour.

*We will now return to the rest of the class and this is your chance to show me how to.....(insert positive of the negative behaviour that was being shown)*

- Step 4

If the child returns to the lesson and within that session continues to show the same behaviour, the child will be shown may have a 'double' reflection time.

- Step 5

If the child returns to the lesson and within that session continues to not follow the Caterham Way, the child will be taken to see the Head of Pre-Prep. The child will be asked to have a 5 minute reflection time to think about what has happened before speaking to the Head of Pre-Prep.

If staff notice a pattern of behaviour e.g. children receiving multiple 'reflections' during the same lessons, time of day, day of the week, staff may be asked by the Head of Pre-Prep to complete an ABC form. This will be discussed with parents and an individual behaviour improvement plan will be drawn up.

### **Serious Behaviour Issues**

Certain behaviours bypass the stepped approach above. Examples would include swearing, pre-meditated attack, unprovoked attack, physical aggression towards others which leaves a mark (e.g. biting, spitting, hitting, kicking etc.), repeatedly leaving the care of the adult in charge or other repeated behaviour where there has been no response to warnings.

Parents would be immediately informed through a telephone conversation and would expect to meet with the Head of Pre-Prep/ Headmaster.

As appropriate to the misdemeanour, a pupil may be refused permission to participate in a trip or activity which is a non-essential part of the curriculum. Only the Headmaster (or in his absence the Deputy Head/Head of Pre-Prep) may give such a sanction. This is a rare occurrence.

### **Confiscation**

If an item of pupil's property is being used inappropriately, or at an inappropriate time, staff have the right to confiscate it. It should be kept safe until an agreed time (usually the end of the day) at which the pupil may come and ask for it to be returned to them. An item of particular value (such as a mobile phone) should be given to the Head of Pre-Prep and return should be arranged with the parents.

## **5. Before and After School Care**

The same high standards of behaviour are expected and encouraged from all children who attend before and after school care. Children have a nourishing choice of food available to them, both hot and cold, and particular attention is paid to table manners whilst eating.

Should a child's behaviour fall below expectations the incident will be handled within the bounds of this policy. Persistent poor behaviour will be reported to the Head of Pre-Prep.

## **6. Liaison with parents and other agencies**

A culture of professional respect exists within the school and between the school and parents, enabling the pupils to learn good behaviour. Parents are supportive of the rewards system; however there are occasions when a query from a parent concerning sanctions needs to be resolved. Parents are encouraged to bring these concerns to the attention of the school. The issues are resolved as quickly as possible.



It is important that 'low level' behaviour is addressed in school and when the children make 'the right choice' to correct their behaviour. We will notify parents if there are any serious behaviour incidents, if they have been sent to see the Head of Pre-Prep and if staff start to notice a pattern in behaviour. In the first instance this discussion will be with the class teacher.

On a daily basis Parent / School communication goes through the child's message book. Individual messages are written in by staff. Messages pertaining to a whole class or year group are printed on stickers and these are placed in the pupils' Communication books. Face to face conversations with parents are encouraged at times of the day when they will not hinder the daily routine for the class. Phone calls and particularly emails are used for effective and efficient parental communication. ISAMs messaging an on-line mass communication service is used throughout the whole school. Letters regarding trips, curriculum, co-curricular and any other school matters are put on the Parent Portal every Friday.

As a school based on Christian values, some of our Assembly speakers are priests and pastors from neighbouring churches, with whom we have good relations. The school chaplain takes Assembly once a fortnight in the Pre-Prep and is available for consultation by staff at pre-arranged times. The school counsellor is available by appointment for pupils or staff. Appointments for pupils are made by parents.

## **7. Managing pupil transition**

There are effective transition strategies between Pre-Prep and Prep. Year 2 and 3 staff communicate regularly through each year, in advance of and after transition. Year 2 Parents are invited to information meetings at end of Year 2 and then at the start of Year 3 to guide them through the more significant changes in the pupil's school life as they move 'up to the Prep'.

There is effective and efficient transfer of information to other schools, to which pupils' transfer, when it is requested.

This policy is reviewed every two years:

Reviewed by Annie Ingrassia (Deputy Head, Prep School) September 2019

Next review September 2021