

This Policy applies to the whole school including the EYFS



PROMOTING POSITIVE BEHAVIOUR POLICY 2015

Newbridge Preparatory School implements this behaviour management policy and procedures.

Mrs A. Wass (SENCo until December 2015) and Mrs S. Wilson (SenCo from January 2016) is responsible for behaviour management at Newbridge Preparatory School. Both have the necessary skills to advise other staff on behavioural issues and accesses expert advice from Wolverhampton LEA if necessary.

Mrs A. Doyle assists in this role within the EYFS.

This policy is drawn up in line with the DfE Non Statutory advice Behaviour in Schools (2014)

STATEMENT OF INTENT

Newbridge Preparatory School believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We believe that praise should always be used as the greatest motivator. 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. This policy is intended to provide guidelines for high standards of behaviour in school. As such, it is intended to promote a learning environment in which all children can realise their potential. It is intended to ensure that positive behaviour is regarded as the norm and that it will be rewarded.

AIMS

We aim:

- To teach children to behave in socially acceptable ways and to understand the needs and rights of others
- To develop a Behaviour Policy, supported and followed by the whole school community - parents, teachers, children and Governors – based on a sense of community and shared values
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment
- To teach moral values and attitudes as well as knowledge and skills through the School Curriculum. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property)
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour

OUR SCHOOL RULES AND CODE OF CONDUCT

We believe that discipline originates from mutual respect for each other. Our approach is to praise children being good and reward them with encouragement. We have six Golden Rules that staff and pupils have agreed upon which form a code of behaviour:

- **Be honest** - do not cover up the truth
- **Work hard** - do not disturb others
- **Listen to others** - do not interrupt
- **Look after property** - do not waste or damage things
- **Be gentle** - do not hurt others
- **Be kind and helpful** - do not hurt people's feelings

We wish our children to show independence and a sense of responsibility. Our ultimate aim is to develop children's self-discipline so that they behave with care, courtesy and good manners, showing a respect for other people and property.

Unacceptable anti-social behaviour is not tolerated. Parents are informed of a serious breach of good behaviour and joint action is taken in the best interests of the child concerned.

ETHOS

The purpose of a formal Promoting Good Behaviour Policy (which includes guidelines on rewards and sanctions) is to promote a positive ethos, placing the emphasis of the school on achievement and effort and celebrating success. It is important that praise and rewards have a considerable emphasis within the school, i.e. they are a prominent feature, so that children will achieve recognition for a positive contribution to school life, and others will see what is recognised as exemplary behaviour. The attention of the school should not be focused excessively on those whose academic work is outstanding; all children should feel valued by the school, and a formalised system of rewards will go some way to achieving this.

It is expected that good standards of behaviour will be encouraged through the consistent application of the policy, supported by a balanced combination of reward and sanctions within a constructive school ethos.

PROCEDURES

- The person responsible for behaviour management issues and across the school is Mrs A. Wass/Mrs S Wilson (SENCo). Mrs Wass is supported in the EYFS by Mrs A Doyle. Members of staff are encouraged to ask for advice or guidance
- The Headmistress, Mrs S. Fisher, has overall responsibility for supporting issues concerning behaviour
- We require all staff, volunteers and students on placement, to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy
- We familiarise new staff and volunteers with our Promoting Good Behaviour Policy and its guidelines for behaviour
- We expect all members of our setting, children, parents, staff, volunteers and students to keep to the guidelines, requiring these to be applied consistently
- We work in partnership with children's parents. Parents are informed regularly about their children's behaviour by their key person or form teacher

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- We work with parents to address recurring inconsiderate behaviour, if necessary keeping observation records to help us to understand the cause and to decide jointly how to respond appropriately. Observation Records may be kept in a diary format or electronically on the 'Staff Shared', if advised to do so by Mrs Alison Wass (SENCo) or the Headmistress

PROMOTING POSITIVE BEHAVIOUR

We aim to use positive pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development. These include:

- Supporting each child in developing self-esteem, confidence and feelings of competence
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome
- Acknowledging considerate behaviour such as kindness and willingness to share
- Acknowledging children's considerate behaviour towards another who is hurt or upset
- Helping older children set the group's guidelines for considerate behaviour
- Providing activities and games that encourage co-operation and working together
- Ensuring that there are enough resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns
- Avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour
- Using 'Time to Think' procedures for children in Key Stage 1 and Key Stage 2 to reflect on their behaviour for short periods. (General Guide: No longer than one minute for each year of their age)
- In EYFS, asking a child to remain close to a member of staff for a short period of time until the current issue is resolved

CONSISTENT APPLICATION OF THE POLICY

Members of staff aim to be consistent in their application of the policy and show their support by:

- Being positive (avoid confrontation e.g. use of a loud voice; negative body language)
- Having high expectations of good behaviour for learning and enjoyment of school life
- Knowing children as individuals
- Listening to children and getting the facts
- Teaching and supporting children to achieve the aims and values of this policy – through the PSHE Curriculum but also, through the everyday life of the classroom
- Consistently encouraging and praising children in relation to good behaviour
- Giving attention to good behaviour and rewarding it
- Telling others, including parents about children's good behaviour
- Helping children to put things right
- Providing opportunities for co-operative learning and play
- Class teachers/Practitioners being responsible for making sure that detailed records are kept about rewards, but also around the triggers, sanctions and conversations with parents following poor behaviour

STAFF/PRACTITIONERS DO NOT:

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- Send children out of the room by themselves (Year 5 and 6 may use Learning Enhancement Room which is situated between their rooms)
- Use the 'Time to Think' procedure on children under five years of age. EYFS children need to be supported
- Use or threaten to use physical punishment, such as smacking or shaking
- Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm
- Remove toys or activities that are the focus of a conflict, as a 'punishment' or means of 'teaching children to share', without discussion or expectation
- Use physical restraint, such as holding, unless to prevent physical injury to children or adults and/or serious damage to property
- Shout or raise our voices unless it is necessary as a means of rapid intervention to prevent harm to children

CORPORAL PUNISHMENT

The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation. At Newbridge Preparatory School, corporal punishment is not allowed.

- Members of staff at Newbridge Preparatory School must not give corporal punishment to a child
- Members of staff must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being
- Newbridge Preparatory School will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child
- A member of staff 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. (See THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS POLICY)

BEHAVIOUR ETHOS

The underlying ethos in the Promoting Good Behaviour Policy and procedures used with the children is about choice. Children are encouraged to make 'good choices' and if they do not, then they should be given a 'reminder' to modify their behaviour.

INCENTIVE SCHEME

A major intent of this policy is to encourage children to exhibit good behaviour. This is reinforced with a system of praise and reward for all children. Newbridge Preparatory School scheme is based on a range of differentiated systems, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. Stickers/House Points are awarded by all staff, teaching and support staff. In addition, each class teacher gives oral or written praise. Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour. By using a positive system of rewards and reinforcing good behaviour, Newbridge Preparatory School fosters children's positive self-esteem. These include:

- Stickers

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- Certificates
- House point systems
- Rewarding good behaviour when the child DOES NOT EXPECT IT
- Commenting on a child's good behaviour to other children/other classes
- Sharing achievements in Assembly or through the Newsletter

INCENTIVE STICKERS/HOUSE POINTS

Stickers (EYFS) and House Points (Year 1 onwards) are collected by the children either in their books or on themselves (particularly in EYFS and Key Stage 1).

Incentive Stickers are given for good pieces of work or behaviour. In academic subjects, members of staff should reward commitment and perseverance at all levels of ability. House Points should not be rewarded just for getting 'everything' correct. House Points can also be awarded for completing and returning homework. House points are also used to reward all children who have tried hard with their weekly spellings – and not just those children who achieve full marks.

Stickers are provided for the staff by the school. Mrs Walker keeps stocks of House Point Stickers and these can be requested through the Stationery Order system. (Purchased from: <http://www.primaryteaching.co.uk/>)



House Point Stickers for Year 1 and Year 2.



House Point Stickers for Year 3, 4, 5 and 6.

NEWBRIDGE PREPARATORY SCHOOL	
Name: _____	
	Staff Initials: _____

In Upper School, all house points awarded by a member of staff, for whatever reason, are recorded on a House Point Slip. The girls in Upper School collect these House Points Slips in their top blazer pocket throughout the week. Each Friday these are counted by the Form Teachers in Registration, and the Deputy Head collects in these scores via a form sent through the register system.

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Additionally, a variety of more personal incentive stickers can also be used as additional encouragement by teachers and EYFS Practitioners. (Sweets should not be used as a reward).

HOUSE POINT BADGES

Once the House Points are collated for each child and passed to the Deputy Head, the House Captains calculate the house point totals for their house each week. These are then announced in the Form Honours Assembly on a Monday. Also announced is the individual gaining the most house points for their house in the previous week. The house mascot is awarded to that child to keep in their form room for the remainder of the week.

Additionally, as a further incentive, Star badges are presented to individuals who reach set totals of house points within the term. These targets are agreed by the staff at the start of each term and take into consideration the number of weeks available to collect house points each term. The targets are announced in the Newsletter. The ultimate incentive is the earning of a MERIT badge and certificate.



House Point Targets for this term!			
The number of House Points required to achieve each badge this term is shown below. Good luck , try hard and work hard!			
★	★★	★★★	MERIT
20 House Points	40 House Points	60 House Points	90 House Points

FORM HONOURS CERTIFICATES

Certificates are awarded throughout the year (Bronze – autumn term, Silver – spring term, Gold–summer term); for example, when a child has made a notable achievement. All children will be awarded a certificate each term. Form Honours Certificates requests should be submitted to the office by Friday lunchtime in preparation for printing for Monday’s assembly. Special Form Honours can be awarded to the whole class.



EARLY YEARS FOUNDATION STAGE

- When children aged 3 and under behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them learn to do this
- Common inconsiderate or hurtful behaviour of young children include tantrums, biting or fighting
- Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them, to help resolve issues and promote understanding

POSITIVE INTERVENTION IN EYFS AND KEY STAGE 1

We make a distinction between three kinds of behaviour that require support or intervention in order to achieve the considerate and socially acceptable behaviour that we expect of children according to their age and developmental maturity or whether they have any special educational need. These behaviours are:

- Inconsiderate behaviour
- Hurtful behaviour
- Bullying

INCONSIDERATE BEHAVIOUR IN THE EYFS AND KEY STAGE 1

This includes behaviour such as taking toys from another child, not waiting for a turn, pushing, being uncooperative and disrupting a game. In EYFS, these behaviours are characterised by developmental immaturity, whereby children are not at the stage where they can manage frustration or anger themselves, they may not have the language to express themselves, or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance, just as in learning any other skill.

STRATEGIES FOR INCONSIDERATE BEHAVIOUR IN THE EYFS AND KEY STAGE 1

We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the child's age and stage of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response. Staff offer comfort to both children in a dispute and encourage them to find a solution to their problem. When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately. We praise children for their efforts and achievements in resolving a dispute or learning a social skill such as waiting for their turn.

HURTFUL BEHAVIOUR IN THE EYFS AND KEY STAGE 1

We take hurtful behaviour very seriously. Most children will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying', even if the behaviour is worryingly aggressive. For most children

under seven, hurtful behaviour is momentary, spontaneous and often without awareness or thought for the feelings of the person whom they have hurt. Some children may engage in hurtful behaviour because they are deeply unhappy and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end which is significant and this is also taken into consideration when responding to incidents of hurtful behaviour.

STRATEGIES FOR HURTFUL BEHAVIOUR IN THE EYFS AND KEY STAGE 1

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help children to manage these feelings as the means to do this for themselves is still underdeveloped in young children. We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when 'triggers' activate responses of anger or fear. Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help them, to be able to manage his or her own feelings.

In the EYFS, our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding. In Key stage 1, we offer an explanation and discuss the incident with them. We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. *'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'*. We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. *'When you hit Adam, it hurt him and he didn't like that and it made him cry'*. We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. *'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'* We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for this development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries. We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them. We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but do encourage this, where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

WHEN HURTFUL BEHAVIOUR BECOMES PROBLEMATIC IN THE EYFS AND KEY STAGE 1

We work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs. This may be in the home and it may also be in Newbridge Preparatory School

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- Their parent, teacher or Key Person in Newbridge Preparatory School, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse
- The child has a developmental condition that affects how they behave

In cases of hurtful behaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

Hurtful behaviour incidents that give cause for concern are recorded on a 'Behaviour Incident Form' and brought to the attention of The Head of Newbridge Preparatory School. These forms are placed in the child's personal file. The child's parent is informed on the same day or following morning, either in person/by phone, by the child's teacher, Key worker or Head of Newbridge Preparatory School.

FANTASY AGGRESSION IN EYFS AND KEY STAGE 1

Young children often engage in play that has aggressive themes, such as superhero and weapon play. These are often linked to television programmes or computers (Playstation, X-Box, DS, PSP) games. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to bullying, although it may be inconsiderate, or even hurtful at times and may need addressing using the strategies as above. We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong and alternatives to blowing up or shooting. We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

SPECIAL EDUCATIONAL NEEDS

A small minority of children need 'additional and different' responses. Children with additional needs may be children with identified behaviour needs, or children who through family circumstances require additional adult support to follow the behaviour policy. These children may need specific responses identified through their IEPs, or identified by school staff. All staff will be made aware of who these children are. This differentiated approach should have clear targets, rewards and sanctions, but the child may need adult support to achieve them. These programmes should be drawn up in consultation with Mrs Alison Wass, SENCo.

KEY STAGE 1 AND KEY STAGE 2

The school has a number of rules as a means of promoting good relationships so that children can work together with the common purpose of helping everyone to learn. It is the responsibility of the class teacher to ensure that the rules are kept in their class, and that their class behaves in a responsible manner. The class teacher treats each child fairly and enforces the rules consistently. The teacher treats all children in their class with respect and understanding.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to

which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a discreet matter between teacher and child to avoid resentment.

The following sanctions are used to discourage poor behaviour, to monitor children and to encourage improvement. Each sanction is employed appropriately to each individual situation:

- The class teacher will give the child eye contact and communicate the appropriate message calmly, firmly and clearly
- The class teacher will give the child a firm reminder about the school behaviour expectations. Asking if the child has made "good choices" and encouraging him/her to take the appropriate choice and responsibility for their own actions
- If the child persists with the behaviour, the child will be given a verbal warning of consequences if they persist
- The child will be given "Time to Think" in their own class for up to five minutes reflection. 'Time to Think' within the classroom is to reflect upon actions e.g. moved if on carpet or moved to another table if working, sit by teacher or sit on own
- Withdrawing playtime or part thereof. The class teacher meets with the pupil in which behaviour is discussed at playtime
- KS2 yellow slip (minus 1 house point) if a member of staff deems it appropriate (e.g no homework with parent signature / no music diary). Yellow slips should be handed into the Deputy Head by pupil
- The Deputy Head will monitor frequency of these. 3 in one week will result in a red slip being issued

These sanctions would follow if more serious or repeated behaviours occur:

- Red slip (minus 5 house points) for more serious or repeated behaviour
- Referral to the Deputy Head or Early Years Coordinator
- The Deputy Head or Early Years Coordinator meets with the child and discusses reasons for behaviour and ways forward. A Behaviour Incident Form should be completed
- The Headmistress or the Deputy Head makes a phone call home. Strategies are discussed and agreed by both parties (SENCo involved if appropriate)
- The Headmistress writes a letter inviting the parents into school. Strategies are discussed and agreed by both parties (SENCo involved if appropriate)

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- Behaviour/Effort Reports are introduced to monitor behaviour/effort and investigate any trends/patterns that occur. Mrs A Wass will work with a member of staff to design an appropriate report.
- Exclusion Policy is implemented

KEY STAGE 1 AND KEY STAGE 2 - PLAYGROUND

If school rules are broken at playtimes and lunchtimes, the behaviour is discussed with the child and they are given a warning. If they disregard the warning, they are asked to stand by the member of staff or the 'Thinking Wall' for no more than 5 minutes.

Children are also asked to spend time by the 'Thinking Wall' if they:

- Are rude to another child or adult
- Hurt other children deliberately
- Go inside when not allowed
- Damage equipment or plants/bushes
- Spoil other children's games deliberately

Any serious behaviour incidents e.g. fighting, bullying or racist name calling are reported to The Head of Newbridge Preparatory School and could result in missed playtimes and possible exclusion from lunch playtime. However, members of staff are asked to collect as much information about the incident as possible – asking the child 'Why?' or 'How were you feeling?', as this can be a very useful tool to understanding the feelings which triggered the behaviour. A Behaviour Incident Form should be filled in and discussed with the parent.

If a child is regularly spending time by the 'Thinking Wall' then a letter will be sent home informing parents and a discussion will take place to decide and put in place strategies to help the child successfully integrate during this time.

MANAGING PUPIL TRANSITION

We carefully manage the transition of the children, not only from EYFS through to Key Stage One and to Key Stage Two but also in preparing children for their senior school placement in Year Seven. A particular strength at Newbridge Preparatory School is the relationship staff develop with the children and families. Children always have transition sessions with their new class and teacher (Move-Up Morning), and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools. The Year 6 teacher, Mrs Shee, also liaises with the Heads of Year 7 in order to ensure smooth transition for the children. Not only are children prepared for the academic transition of moving to secondary school, but also the social side. This is achieved through our STAR Programme in the second half of the Summer Term; the girls also feed into this their own thoughts of the requirements in preparation for senior school.

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MALICIOUS ACCUSATIONS AGAINST STAFF

If a pupil is found to have made a malicious accusation against a member of staff which has been determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headmistress, Mrs S.A. Fisher, will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. Newbridge Preparatory School takes disciplinary action against pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.

SAF 07/05/2013 18/05/2013 (Revised 30/12/2013)

STAFF MEETING INPUT: 29/04/2013

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SAF

Reviewed 04.08.2015

SAF



Behaviour Incident Form

