

ANNEX 3 APPENDIX 3

Pre-Prep and Early Years Behaviour Management Policy

Aims and Expectations

The children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs. Vinehall therefore has a separate Pre-Prep and Early Years Behaviour Management Policy (the Prep School has a Discipline Policy). The policy is effective and is adhered to by all members of staff.

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. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. As a Pre-Prep, including Early Years we work together to promote a whole department approach to managing the children's behaviour. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We encourage high levels of self-control and positive behaviour. We maintain an environment where the children feel safe and feel confident sharing their concerns with their key persons. The children are encouraged to keep themselves and others safe through the promotion of good behaviour and awareness of right and wrong.

Golden Rules

Our Pre-Prep and Early Years have adopted the Golden Rules ([Annex 3 Appendix 1](#)). These are usually displayed in the Pre-Prep corridor and in classrooms for parents to see, and they are interwoven into the Pre-Prep and Early Years assemblies. The Golden Rules are referred to in Circle Time and PSHCEE or PSED, which is planned as a weekly session throughout the setting to promote positive behaviour.

Rewards

We praise and reward children for good behaviour in a variety of ways;

- Vinehall staff praise children verbally both in class and around the school. The whole staff are involved including our Secretary and our caretaker who has a board to comment on in the cloakrooms.
- Each week we nominate children to receive Star Awards in assembly, some of which are to celebrate good behaviour. The reason for rewarding the children is read out in assembly. The Year 2 children are given badges on their return from assembly, these 'badge winners' are then called upon to have some additional responsibility during the week. These may include ringing the bell, being a 'buddy' to younger children, escorting the Early Years children back to their room, holding doors open, helping with the sandpit lids, tidying up play equipment or library books.
- All members of staff, including the Head of Pre-Prep, Pre-Prep Secretary as well as the teaching team will distribute stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Particularly exceptional behaviour or effort is rewarded by a certificate and having the child's photograph on our 'Wall of Fame'. The photographs stay on the 'Wall' for the year and stars are added and certificates given for any additional achievement or effort above the normal expectation.
- The school acknowledges the efforts and achievements of children, both in and out of school and we encourage parents to liaise with us in this respect.

The role of the Class Teacher

The class teacher refers to the Golden Rules and any specific rules, such as why we need to walk in the corridors, with their class. It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour. Targets (KS1) or 'Next Steps' (EY) for improvement in social behaviour are often set and parents informed. If a child misbehaves in class, the class teacher deals with incidents him/herself and aims to tackle the problem positively. The class teacher discusses incidents with individuals, small groups, with the whole class or in year group assemblies and aims to deal with situations as they happen. However, if misbehaviour continues, the class teacher seeks support from the parents and the Head of Pre-Prep. Advice may be taken from other members of staff including the SENCO. It may be felt necessary to suggest to parents the involvement of our SENCO or an external agency.

The role of the Teaching Assistant (TA)

At playtime, it is the responsibility of teaching assistants to ensure that the playground rules are enforced during breaks. Although the Golden Rules cover playground behaviour, there are a few additional practical rules for safety, such as what to do when the whistle blows. TAs support the children and promote responsible behaviour; they aim to mediate and to encourage the children to resolve their differences independently (see the Six Step Approach below). Any child in the wrong will be encouraged to apologise. Occasionally children may also need time out of play; strategies include sitting a child on a chair on the patio or taking a child to be supervised inside.

The teaching assistants support the teachers in upholding the high standards of behaviour we expect from the children. They treat each child fairly and enforce the rules consistently. TAs liaise closely with the class teachers and report any incidents of notable behaviour (good and bad). The teaching assistants (TAs) on duty are notified if there are children that we feel need particular observation at playtime. TAs may be asked to track a child and fill in an observational form recording the children's actions and what is said at what time. There is also a dry-wipe board in the staff room to notify all staff about children of concern and children are on the agenda at staff meetings each week. Particularly significant incidents are recorded on PASS, in pupil files and this would influence what could be recorded in the Early Years Profiles or Learning Journeys.

The Six Step Approach

All staff have been involved in behaviour management training. Following training, staff have adopted the Six Step Approach to conflict resolution. They should...

1. Approach quickly and calmly, stopping any hurtful behaviour
2. Acknowledge the children's feelings
3. Gather information
4. Re-state the problem
5. Ask for ideas for solutions and choose one together
6. Be prepared to give follow up support

The role of the Head of Pre-Prep

The Head of Pre-Prep is the named practitioner responsible for behaviour management issues in Pre-Prep, including the Early Years. The Head of Pre-Prep is supported in this respect by the whole staff and by acquiring expert advice if necessary. It is the responsibility of the Head of Pre-Prep to implement the school behaviour management policy consistently throughout the department, and to ensure the health, safety and welfare of all children in the school. The Head of Pre-Prep keeps records of all reported serious incidents of misbehaviour in the Pre-Prep in the children's files and a copy is sent to the Head of Vinehall.

The role of Parents

The school collaborates actively with parents and expects parents to support their child's learning, to encourage positive behaviour and to co-operate with the school, as set out in the contract. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We aim to apply each sanction appropriately to each individual. At no time is corporal punishment or the threat of corporal punishment, including smacking, used at Vinehall and as far as is reasonably practicable, we work to ensure that no carer or person in regular contact with the children delivers corporal punishment. Physical intervention is only used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour is recorded and parents are informed about it on the same day.

If a child threatens, hurts or bullies another child, the class teacher or teaching assistant will mediate and listen to both sides to work towards a resolution. If a child is found to repeatedly act in a way that disrupts or upsets others, the school records the incidents and a copy is kept in the child's 'notes' on PASS and the child's parents are contacted. An appointment will be made with the parents to discuss the situation, with a view to improving the behaviour of the child. The school does not tolerate bullying of any kind. If we discover that bullying has taken place, we act as soon as we can to stop any further occurrences of such behaviour, see [Prevention of Bullying Policy ANNEX 4](#).

- If a child is disruptive in class, the teacher verbally reprimands him or her and points out or models positive behaviour. If a child misbehaves repeatedly, we may need to remove the child from the class. The child is always supervised by another member of staff. The Head of Pre-Prep may be asked to be involved. The children will be encouraged to think about their actions critically with a view to 'repairing and rebuilding'.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and remove the child or class to safety. If it is necessary to restrain a child for their own safety or for the safety of others, our staff may handle a child with just enough force to enable them to maintain safe conditions for the child, themselves and others (see Policy on Positive Handling).
- In extreme situations of anti-social behaviour more serious sanctions may be invoked which ultimately includes exclusion. This procedure is outlined in the Prep School Parents' Handbook, [Annex 40](#).
- All incidents of intervention should be recorded and discussed with the Head of Pre-Prep.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of Pre-Prep or the Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

This policy is reviewed every two years. The policy may be reviewed earlier than this if the government introduces new regulations.