



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

Pre-Preparatory Behaviour Policy

Created June 2010, updated in June 2015



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How we manage behaviour at St. Paul's

At St. Paul's, our key purpose is to nurture the academic and personal well-being and success of all pupils and students. In order to achieve this, we have a set of guidelines for all members of the community. This involves recognising and rewarding positive behaviour and supporting pupils and students who have chosen not to follow our Golden Rules / Code of Conduct. Poor conduct has consequences which are applied fairly and consistently.

Adults at St. Paul's consistently:

1. Listen hard, judge slowly and keep calm;
2. Encourage positive choices and self-reflection;
3. Create positive relationships between individuals and groups;
4. Take responsibility for the consequences of their actions;
5. Relate what we do to our core values.

Rewards:

At St. Paul's we reward good conduct and positive approaches to learning in the following ways:

- Meaningful, individualized and timely praise.
- Public recognition (through celebration assemblies, prize giving, etc.).
- An overt tangible system which rewards good behaviour (Golden Time).
- A cumulative rewards system which recognises those who go above and beyond expectations (behaviour chart and certificates).
- Communicating with home to highlight outstanding behaviour and effort (Benex, good initials, positive notes and phone calls).

How we address poor conduct:

Pupils who do not follow the Golden Rules or Code of Conduct are given a rule reminder as an opportunity to make a better behaviour choice.

Pupils who chose not to modify their behaviour will:

- Move their peg down / receive a warning card,
- Miss part of Golden Time,
- Receive a non-satis, or
- Be given a detention.

Difficult Situations:

Whenever behaviour disrupts the learning environment or puts the pupils' or staffs' well-being at risk, staff members will seek further support. Restorative approaches are encouraged and supported.



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Pre-Prep Behaviour Policy

Aims

- To create a stimulating and secure environment in which pupils can work and play safely.
- To raise pupils' self-esteem.
- To develop a caring, polite, considerate and respectful attitude towards others.
- To develop, in pupils, a sense of self-discipline and an acceptance of responsibility for their own actions.
- To ensure that school routines and practices actively protect the rights of the individual.
- To ensure pupils are treated equally and fairly.
- To empower staff to request appropriate behaviour from all concerned.
- To try to ensure that good behaviour is always recognised and praised.
- To ensure that the policy is understood and consistently implemented in the department.
- To ensure that the expectations are communicated effectively to parents.

Principles

- Pupils learn best in an organised and ordered environment.
- Pupils learn more successfully with specific and meaningful praise, rewards and celebration.
- Pupils' self-esteem is enhanced with praise, rewards and celebration.
- Pupils learn best when expectations of work and behaviour are high and the consequences of their actions are made clear and applied consistently.
- Pupils need tangible recognition of achievement.

Golden Rules

In the Pre-Prep department we begin to teach children moral values using the 'Golden Rules':

We are gentle	we are careful with ourselves and others
We are kind and helpful	we work together and care for others
We listen	we wait our turn to talk and value what others say
We are honest	we tell the truth and take responsibility for our actions
We work hard	we improve our learning by trying our best
We look after property	we are responsible and care for our belongings and those of others



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These rules are framed and displayed in many different areas of the Department. By talking about these Golden Rules in the classroom and through Assemblies and by making them meaningful to our children, we hope to increase the likelihood that they will use these rules as life-long codes of conduct.

Personal Social and Health Education (PSHE)

PSHE is taught through time-tabled Quality Circle-Time (QCT) meetings. It is a group listening system created by Jenny Mosley to enhance children's self-esteem. Circle-Time promotes moral values, builds a sense of team and develops social skills by involving all children and giving them equal rights and opportunities in an enjoyable and fun context which is highly motivational.

Through the learning of the five skills of listening, speaking, looking, thinking, and concentrating, children develop oral language and social interaction skills, including: eye contact, turn taking, sharing, greetings, awareness of feelings, giving/following instructions, listening, attention, inquiry, exploration and play.

Encouraging positive behaviour

Part of the important work of pre-school education is to help children move from being egocentric to recognising that others have feelings and rights, and that we should all respect each other. Our aim is to reinforce this throughout the day and in the QCT sessions.

It is important that all staff reinforce the expected behaviour by:

- acknowledging it e.g., 'I am so pleased to see that Sam is helping James pick up the pot of buttons he's just dropped',
- praising it e.g., 'Well done for helping put those books away, John'
- rewarding it, e.g., 'The pupils in this group have played so well together that they can use their pillows during story-time'.

Children are often told what they have done wrong, but are rarely told exactly what they did that was right. Positive reinforcement is an excellent strategy for sustaining good behaviour and all staff should do this as a matter of course.



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Every member of staff aims to ensure that the rules of good behaviour are observed by every child:

- by setting a good example by their words and actions;
- by maintaining a calm and quiet manner;
- by being consistent and fair;
- by making limits clear and encouraging children to take responsibility for their own behaviour;
- by giving encouragement and positive feedback.

Assemblies are other occasions in which success in every area of school life is celebrated. This opens up opportunities to build on each child's self-esteem and for individual children to share their learning with others and to show how well they are following the Golden Rules.

Reinforcing Positive Behaviour (monitoring negative and rewarding positive behaviour)

In Pre-Prep, Golden Time is used as both the incentive and sanction system. The purpose is to help the children to move from blaming others to accepting that they are an agent of change themselves. It is an incentive for celebrating successful behaviour and is chosen by the children. For very young children the system is very visual and easy to relate to. The children will quickly link in to the idea of Golden Time being a reward for following the Golden Rules if it is displayed to them in a very bright and visual way. Young children learn what the celebration is and how best to achieve it.

We use a large, visual display of a sun, a white cloudy sun as well as a grey cloud with a sad face (Sad Cloud). There is also, on top of the sun a rainbow and a star. The system has four steps.

Step 1

- The rays of the sun are yellow clothes pegs and each peg represents a child in the class.
- The sun represents Golden Time, and it is happy because all the children on its rays are going to enjoy the celebration. Children start on the sun every day.

Step 2

- If a child is breaking a rule, the adult gently whispers to him/her.



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- If the child fails to respond to the warning, the teacher asks '*Do you know what Golden Rule you broke?*' as the child moves his/her peg down to the cloudy sun.
- The child should then be encouraged to follow the Golden Rules, so that he/she can place his/her peg back on the sun. This should not happen immediately but should be given considered thought – we do not want the child going up and then down again right away so he/she should spend enough time on the cloudy sun to think about his/her behaviour and then start making the right choices. The teacher will say '*Good choice for following...*' and must explain why or ask if child knows why, and ask the child to move his/her peg up again.

Step 3

- If the child chooses to break the same or another rule while his/her peg is on the cloudy sun, he/she will be asked to move his/her peg to the sad cloud. This will mean losing three minutes of Golden Time for PP1 and five minutes for PP2 and PP3. The teacher must be careful that when the child is on the cloudy sun that he/she doesn't move straight to the sad cloud. A suggestion would be to ask child to do the teacher a favour and move away to break the moment.
- Once again the child should then be encouraged to follow the Golden Rules, so that he/she can move the peg back up.

Step 4

- When Golden Time takes place, any child whose peg was on the sad cloud at any time in the week sits away from the activity area, while looking at the one-minute / five-minute sand timer.
- The sand timer is used to show the child how long he/she must wait before being allowed to join in the activities. The child must sit and watch the timer quietly. When it is finished he/she will be invited back in for the rest of Golden Time enthusiastically.
- All children will finish Golden Time together and the shared fun will become the memory – not the image of a child outside.

PP1 GOLDEN TIME

PP1s will have a short Golden Time every day since they are still young to connect the Friday GT with something that happened on earlier in the week. They will be allowed to bring toys that will be kept in a basket to play with during the daily GT. If the child moves to the sad cloud at any time during the day they will watch a 3 min sand timer before joining their friends. The Friday special GT will only be related to their Friday chart.

CHOOSING AND VOTING FOR GOLDEN TIME



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On Monday all children are allowed to give an idea for Golden Time and the class votes for the one they want to do. If the teacher notices that a few children are very disappointed with the class choice and that they will not work hard to earn a full GT, they can talk to the other teachers in the year group about how the specialist teachers assigned to the year group can help out.

Rewarding positive behaviour

Children also have the choice to move up from the sun to the rainbow and star if they follow these steps:

Step 1

- If a child shows good understanding and application of the Golden Rules throughout the day he/she is asked to put his/her peg up to the rainbow. This should happen if the child spontaneously and intrinsically goes beyond what is expected – e.g. if all children are tidying up and a child helps other children tidy up stations where he/she did not play (and he/she is not doing it to have peg moved up but just out of kindness).
- If the child makes the right choices again, then he/she is asked to move his/her peg further up to the star. This is up to discretion of teacher but there should be a flow of movement up and down the chart. If the child is on the rainbow they don't need to do something even better to move to the star. If they spontaneously and intrinsically go beyond what is expected then they should move up (the star is just one more rung in the ladder it is not better than the rainbow but is there because the child has gone beyond expectations twice).

Step 2

- When the child has been to the star five times (this may vary according to a whole class agreement), he/she is entitled to have a special treat (i.e. having a day in a special tent).

It is important that the teacher mentions the reason why the child is going up in the chart, in order to reinforce the child's good choice for the whole class.

Jar of good choices



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Teachers have an extra reward system which is the jar of good choice. This system is used for children in the whole class to work towards a common goal. It allows the class to celebrate and acknowledge success with a view to working as a team.

At the beginning of term, the class should come up with acceptable rewards that take 3 mins long and are written on lolly sticks and kept in a bucket of Golden rewards (e.g. parachute, pass the parcel, splat, zoom eek bang, musical chairs, musical statues, etc).

The teacher should come up with a target for the class. Every time he/she spots a child achieving the target, the class will be stopped momentarily by clinking a pebble against the jar of good choices. The teacher explains what he/she has observed and drops the pebble into the jar – children will hear the sound of success.

When the jar is full (which you know because when you shake it, it doesn't clink), the teacher will pick a lolly stick from the bucket of golden rewards. The class stops what they are doing and has the reward for 3 mins.

The class pebbles are green and pebbles will also be given for achieving success in specialist lessons (black) and in the dining room and playground (blue) (see below).

Specialist Lessons (P.E., Music, Portuguese and Library)

Rewards:

- Teachers should choose a target that will be displayed and explained to the class.
- If a child shows good understanding and application of the target throughout the lesson he/she is given a **Golden Ticket** (gold sticker). A child could very occasionally also get a Golden Ticket for spontaneously and intrinsically going beyond what is expected regarding the Golden Rules in general.
- When the child goes back to the class he/she can show the Golden Ticket to the teacher who will put a pebble into the jar of good choice. The teacher should take a moment to enthusiastically celebrate the reason for each child's success.

Dining Room

Rewards:



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- Posters of the dining room rules will be displayed and each week, one poster will be more prominent. This is the target of the week.
- If a child shows good understanding and application of the target he/she is given a **Golden Ticket** (gold sticker).
- When the child goes back to the class he/she can show the Golden Ticket to the teacher who will put a pebble in the jar of good choice. The teacher should take a moment to enthusiastically celebrate the reason for each child's success.

Playground

Rewards:

- If a child shows good understanding and application of the Golden Rules he/she is given a **Golden Ticket** (gold sticker). This should happen if the child spontaneously and intrinsically goes beyond what is expected.
- When the child goes back to the class he/she can show the Golden Ticket to the teacher who will put a pebble in the jar of good choices. The teacher should take a moment to enthusiastically celebrate the reason for each child's success.

Specialist Lessons (P.E., Music, Portuguese and Library) and Playground

Sanctions:

- If a child is breaking a Golden Rule, the adult gently whispers to him/her.
- If the child fails to respond to the warning, the teacher asks '*Do you know what Golden Rule you broke?*' and asks the child to sit on a **large white cloud** for 3 min.
- When three minutes are up, the child should be invited back in for the rest of the lesson enthusiastically.
- If the child chooses to break the same or another rule he/she will be asked to sit on **large sad cloud** for 3 min.
- When three minutes are up child should be invited back in for the rest of the lesson enthusiastically.

Circles of Support



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Some children have difficulty understanding the sun and cloud chart and participating in Quality Circle Time and other lessons. These children should be identified by the teacher who will liaise with the HoS to decide whether they should take part in an extra Circle of Support.

This Circle of Support will take place once a week and will be run by the Learning Support Unit Coordinator and another teacher. It should have a maximum of 10 children and these should vary in age. Two thirds of the children will be ones identified as needing the extra support. One third should be very well-behaved children who are good at quality circle time but who also need this moment to work on their social skills.

Coming off the chart

In extreme cases, we may feel that a child would benefit from coming off the chart for a while. In this case, although he/she should still follow all Golden Rules, we will focus on one to start with. For example, if it is the Golden Rule "We are gentle" then any type of physical aggression will not be allowed. If this one rule is broken, the child will automatically lose 10 minutes of Golden Time. At the same time, he/she will be immediately removed from the room and taken to another room for 10 minutes for a "time out". Any incident of the type will be logged in a book that the child must sign.

In this case, the teacher can make sure that the child is given pebbles in the Jar of Good Choices for following any of the Golden Rules, not only for the target of the week.

Record Keeping

It is important that the teacher keep a record of each child's movements in the behaviour system as this will help the teacher monitor the behaviour over a greater period of time and allow him/her to share each child's successes and needs with his/her parents.

We use the Day Book on Schoolbase.

The categories will be:

- **Reached the Star (reward)** –if child reaches star at any point of the day this should be logged, not only if child is on star at end of the day
- **Moved to Sad Cloud (sanction)** - if child goes to sad cloud at any point of the day this should be logged not only if child is on sad cloud at end of the day

Three other important categories in the Day Book help us monitor each child's emotional and social needs:



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- **Interpersonal Relationships** (e.g. bullying, lonely, teasing, biting, hitting, etc)
- **Healthy Living** (e.g. problems eating, wetting pants, poor hygiene)
- **Emotional Issues** (e.g. cries every morning to come to school – this should be logged if happens more than three times for example; cries for no apparent reason)

The day book is not a substitute for teachers talking to each other about children but is a way of keeping a record for future reference. If someone comes to tell you about a child, remind him/her to add the issue to the day book. Any very major concerns should be sent straight to the Head of School / School Counsellor with a file note

The formal involvement of parents by the Head of School will take place if there is an incident of more serious behaviour or repeated incidences of any of the above. This is also true if the child does not seem to be responding to the behaviour system or to positive reinforcement. This will be dealt with on a one-to-one basis, taking into consideration each child's circumstances, with the objective of explaining to parents about approaches that they can make at home in ways that match what we are doing at school. We need to remember that we are dealing with very young children. Sometimes their behaviour is simply immature and they are often not being deliberately naughty or mean. It is our responsibility to correct them when they do something wrong, but more in the sense of making them think, helping them to see alternative ways of responding and always reminding them what is appropriate or expected of them, rather than as a strict punishment.

The primary focus should always be on promoting good behaviour and not on punishing poor behaviour whilst making it clear what is not acceptable.