



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

**St Paul's Preparatory School
Behaviour Policy 2015-2016**

There is a clear expectation that every member of staff working with Prep pupils has read and understood the ethos and requirements of the behaviour policy. The successful implementation and use of the policy relies on all staff using it to promote positive behaviour in our pupils. Staff who choose not to use and follow the policy ultimately undermine its success and this is unacceptable.

It is our job to make it very clear to our children what we expect of them. Children need constant reinforcement of the expectations we have and support and guidance on how to meet them. They should be aware of the general conduct expected in our society, our school and in their own classes.

We must also ensure that the children know what they can expect from us. This is essential in creating a learning environment where children feel secure, valued and cared for. When children feel secure, they are able to change their behaviour to the outcome they want to achieve. We have to ensure that we, our expectations, and how we deal with children's behaviour are always clear, fair and consistent. By working together and utilising the same policies and expectations, we will be able to positively and effectively manage and improve the behaviour of all pupils. We must **always** strive to be the people we want our children to be.

Overall aims of the Prep Behaviour Policy

- To create a stimulating and secure environment in which all school members can work, learn and interact safely.
- To promote and develop the self-esteem of all members of the school community.
- To promote and develop responsibility, self-reflection and self-discipline.
- To ensure that all individuals are aware of both their rights and their responsibilities.
- To ensure that the rights of each individual are respected and protected.
- To ensure everyone is treated equally and fairly.
- To make our expectations for behaviour clear, fair and consistent.
- To ensure positive behaviour is always recognised, encouraged and praised.
- To ensure that the policy is understood and consistently implemented throughout the school.

Principles

- Pupils feel secure and learn best when in an organised, safe and ordered environment.
- Adult behaviour changes children's behaviour.
- Pupils with high self-esteem learn more effectively.
- Pupils' self-esteem is enhanced with praise, reward and celebration.
- Pupils learn best when expectation of work and behaviour are high, and consequences are clear, fair and consistent.
- Pupils have the right to recognition for achievement and effort.

Our Expectations

It is essential that all members of the school community are aware of the rules and expectations put in place to ensure positive and productive behaviour.

In the Prep department we build on the work started in the Pre-Prep department teaching children moral values. We reinforce the Golden Rules that are an integral part of school life:

Golden Rules

We listen: We wait our turn to talk and value what others say

We work hard: We improve our learning by trying our best

We are kind and helpful: We work together and care for others

We are gentle: We are careful with ourselves and others

We are honest: We tell the truth and take responsibility for our actions

We look after property: We are responsible and care for our belongings and those of others

The Golden Rules should be displayed in all areas of the school. By talking about them and referring to them constantly in the classroom and through assemblies, and by making them meaningful to the children, we hope to help our children to become respectful, considerate and valuable world citizens.

By referring to and using our rules consistently and fairly, we allow our children to very quickly become aware of what is expected. It is this consistency and certainty from us as teachers that enables pupils to settle into daily routines and behavioural expectations easily and confidently.

'When we follow routines day after day, our pupils can use their energy to grow as learners, rather than to figure out what we expect them to do.

And we, in turn, can focus our energy on teaching, not managing, our independent learners.'

Kathy Collins

PSHE (see policy annexed)

We work to develop positive behaviour and attitudes in all pupils through the PSHE (Personal, Social and Health Education) lessons, which cover SEAL (Social and Emotional Aspects of Learning), SMSC (Spiritual, Moral, Social and Cultural) and Citizenship, QCT (Quality Circle Time) and assemblies:

In this way pupils are given the opportunity to listen to others as well as share their own thoughts and feelings and build self-esteem.

Behaviour and self-esteem

Self-esteem is crucial – most children who misbehave have low self-esteem and are looking for attention and affirmation of their actions.

Definition of self-esteem

Self-esteem is how we value ourselves; it is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, and our work – nearly every part of our lives. Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection.

- Positive behaviour should be linked to the child as a person; “You always try so hard, Luca – well done!”
- Response to negative behaviour should be linked to the action, NOT the child as a person: “You’re a nice boy, but the way you hit your friend right now was not acceptable.”

The Language of Choice

It is important that we give children the belief that *they* are in control of what happens to them during the school day, with regards to their behaviour. If they feel that they have no choice, and no control, they will stop thinking, making decisions for themselves and will not be motivated to take responsibility for their actions.

Instead of ‘Don’t do that’ or ‘If you don’t stop that, you will get in trouble’, we say, “*If you choose to carry on playing around, then you are choosing to stay in and finish your work.*” This gives the child the clear indication that they have a decision to make, and this decision will result in a certain outcome. This is also used positively – “*If you choose to finish all your work, then you can go to the colouring table.*”

Encouraging Positive Behaviour

As educators, we have the responsibility to model to our children positive behaviour. We should:

- Wait our turn.
- Be polite, saying please and thank you.
- Say sorry.
- Admit when we make mistakes.
- Listen to others.
- Stick to our word.
- Talk in a quiet voice.
- Be kind.
- Respect others and their property.
- Be punctual, well-presented and organised.

All too often, pupils are told what they have done wrong, and are rarely told exactly what they did that was right. Recognising, acknowledging and praising positive behaviour is an *essential* part of a successful behaviour management system.

"If we have been encouraged and praised and have been given opportunities to experience personal and social success, we are more likely to perceive ourselves as capable, likeable and worthwhile people."

Jenny Mosley

Our children need to know that we notice their positive actions and that we care enough to show them that we appreciate their efforts. It is important that all staff and adults working within the school remember to reinforce good behaviour by:

- **Acknowledging** it, e.g.: "I can see that James is tidying up.."
- **Praising** it, e.g.: "Well done for lining up quietly, Rebeca."
- **Rewarding** it, e.g.: "Those children who have worked hard will have extra time to choose a game."
- **Celebrating and sharing** it, e.g.: certificates or phone call home

Effective whole group behaviour strategies

Using *hands up* for silence

When a member of staff would like pupils to be quiet (this can be done anywhere at any time, its effectiveness relies merely on it being used consistently and followed by all) they raise one hand high above their head and stop talking. As soon as others notice this has happened, they follow suit and tap others who have not yet noticed so they can do the same. All staff members should then move around tapping pupils and ensuring their compliance. The person requesting silence should wait until every single person is silent and has raised their hand high. The system will not work effectively if members of staff talk whilst raising their hand or if they do not insist on compliance from every single child. When used properly it is incredibly effective and avoids the need to raise voices or lose control.

Reinforcing the positive: Praising proximate behaviour

Children love attention and praise and will constantly seek it out even if it is negative. If a child is presenting a behaviour which is not what you would like to see look for a child near them who is doing the right thing and praise them clearly highlighting what you are praising. This should have a positive effect on the child not behaving well and if they change their behaviour they should be explicitly praised for it, try and ignore the behaviour which you would like to see stopped rather than reinforcing it with attention.

Reinforcing and Rewarding Positive Behaviour (rewards)

There are many effective strategies for rewarding the behaviour that we want to see:

- Teacher praise
- Good initials
- Words of encouragement on work

- Sharing work / behaviour with others (e.g. Celebration assembly)
- Certificates
- Taking work to show to Head of Pastoral Care/ Head of Prep/others
- Notes home to parents
- Class or table points
- 'Tell a good tale' jar
- Stickers
- Golden tickets

Prep 1 and 2 children also take part in a weekly **Celebration Assembly**, and Prep 3 and 4 pupils bi-weekly, where they can share and celebrate their learning and effort with their teachers and peers, therefore building self-esteem and pride in their efforts. In Prep 5 pupils have a celebrations assembly each half term where they receive Head of Year merits etc.

It is essential that children know that they can achieve and can succeed in *all* areas of their school life, therefore, teachers in all departments need to use at least some of the above strategies to reinforce good behaviour. **It is very important that subject teachers (art, science, PE, music) also give good initials and Benes and not just negative sanctions.**

Consequences

- Children should always know *what* they have done that is unacceptable – it is the responsibility of all staff members to state clearly what behaviour has been inappropriate. E.g.; “You were asked to sit down and you chose not to. That is why I am talking to you now.” This should be done quickly and efficiently so that important class time is not wasted and the child does not receive a lot of attention for the poor behaviour.
- Children should be allowed to reflect on their behaviour. Asking “What will you do next time?” is more productive than “What should you have done?” as it shows the child they have the choice of acting differently in the future and reaching a more positive outcome.

The Consequence 'ladder'

In Prep 1 we use a large, visual display of a sun, a white cloud and a grey cloud. The behaviour chart system, acts as a visual reminder for children to think about their behaviour, as well as celebrating their effort.

- *sun* – good behaviour
- *white cloud* – think about it, you have a warning
- *grey cloud* – consequence

- 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.

- 2) If a child is breaking a Golden rule, the adult speaks to them and tells them what Golden rule they are breaking.
- 3) If the child fails to respond to the warning, the teacher asks 'Do you know what Golden rule you have broken?' as the child moves their peg down to the white cloud and makes it clear to the child and class which rule has been broken. The child should then be encouraged to follow the Golden rules, so that they can place their peg back on the sun. If after 5 minutes the child chooses to follow the Golden rules, the teacher will say 'Good choice' and ask the child to move their peg up again to the sun.
- 4) If the child chooses to break the same rule or another one while their peg is on the white cloud, they will be asked to move their peg to the grey cloud. This will mean losing five minutes of their Golden Time. Once again the child should then be encouraged to follow the Golden rules, so that they can move the peg back up. Teachers may also choose to send the pupil to talk to the Head of Pastoral Care, Deputy Head or the Head of the Prep if the child insists on not following the Golden rules.
- 5) When Golden Time takes place on Friday, any child whose peg was on the grey cloud at any time in the week sits away from the activity area for 5 minutes, while looking at the sand timer. The sand timer is used to show the child how long they must wait before being allowed to join in the activities. The child must sit and watch the timer quietly. When it is finished they will be invited back in with the others for the rest of Golden Time.

NB: Each day, pupils must start on the sun, emphasising that even though they may have made mistakes the day before, they will always have a fresh start to choose to do their best.

Preps 2, 3, 4 and 5 children move up the consequence ladder in *exactly the same way*, but using yellow warning cards as a visual reminder: **This model must be used by all teaching staff so that we have consistency across all classes and subjects otherwise the effectiveness of the policy is undermined.**

1. Verbal Warning: The teacher will ask a pupil to do / stop doing something / follow an instruction; infringements should always be related to the Golden rules.
2. Warning Card: If the child does not respond appropriately, the teacher will explain what has been unacceptable and say, "I have asked you to and you have chosen not to. This is your warning – if you choose to do that again, I will need to make a note in your diary and places a warning card next to the child. If the child changes their behaviour the card is removed after 5 minutes.
3. Initial: If the child does not change their behaviour, the teacher will write an initial in the bottom right-hand section of the pupil's diary, indicating clearly to parents that the pupil has had difficulties with behaviour (broke a Golden Rule).
4. If the child continues to act in an inappropriate manner, they must be removed from the lesson and either the teacher or the teacher assistant will discuss the incident with the pupil, using specific questions (e.g. What happened? Who was responsible? Who or what was harmed? What can we do to avoid a similar situation in the future?). Pupil may work outside the classroom and be checked on regularly by an adult or in another classroom (if there is a previous arrangement with another teacher).

5. Children who receive more than 3 initials during a week, and do not change their behaviour, may be asked to talk to the Head of Pastoral Care.
6. Any pupil receiving 3 or more behaviour initials in one week **must have** their parents contacted, to discuss the problems that have occurred, and possible solutions.
7. Each initial means children will miss 5 minutes of their Golden Time.

The *verbal warning* is the key point in ensuring this system works. It is *ESSENTIAL*. It is at this moment that the child is given a very clear *choice* about how to behave and is given very clear information about the consequences of this choice. **This step cannot be missed out or presented vaguely** – the whole system relies on the child understanding they have the power to determine the outcome. Some very serious actions might warrant the skipping of warnings and the child may receive an initial straight away (e.g. physical aggression (or verbal abuse towards a member of staff)).

Dealing with poor behaviour outside the classroom

Pupils are expected to follow the Golden rules at all times whilst at school. In order not to undermine the effective use of bad initials in the classroom, these cannot be used for poor behaviour that occurs elsewhere.

The duty guidelines clarify how poor behaviour, which happens outside during play/lunchtime, should be dealt with, and these should be read and followed by all staff. It is very important that poor behaviour is dealt with effectively and in a timely fashion and this can be done by listening to pupils and giving them a time out for 5,10,15 minutes as necessary. Pupils should not be asked to wait and tell their teacher later, if there has been a problem, nor should the person on duty do nothing and then merely report the incident to the teacher afterwards. Any incidents dealt by duty staff, which seem significant must be reported to the class teacher and entered into the daybook on SchoolBase or recorded by teachers on their log books.

Class teachers can try to promote more positive lunchtimes by using the *tell a good tale jar/jar of good choices* which encourages pupils to report good things from play/lunchtimes instead of bringing tales.

Children Beyond

There will always be children that do not respond as well to the systems set in place as other pupils do. When dealing with such children, it is important that everyone working with them is sensitive to their individual needs, cooperative, ready to communicate honestly and effectively, and open to trying new strategies in order to help the child fulfil their potential. If you feel you have a child beyond you need to discuss specific strategies with the Head of Pastoral Care (TPS)/VFC/SA so an effective system can be put in place.

It is also important that all the steps in the school behaviour system are carried out or attempted before additional or alternative strategies are discussed.

Strategies that may be successful with such children are:

- Behaviour contracts (including individual targets and rewards) in which these pupils will have lower expectations placed on them regarding behaviour. They will be asked to follow specific golden rules for a few minutes at a time or a few lessons a day until they are able to do so more consistently. This will need to be explained to the class to ensure their support and understanding.
- Daily reports
- Daily correspondence with parents or specialists
- Regular meetings with HoPC / Head of Prep
- Observations by and feedback from the LSU coordinator, with appropriate follow-up action
- One-to-one chats in the morning to encourage and remind the child of his/her targets

Examples of unacceptable behaviour:

- Disrupting class routine.
- Excessive talking.
- Distracting or interrupting others.
- Failure to follow instructions.
- Careless / wasteful use of materials.
- Answering back.

More serious behaviour

There are occasions when the behaviour is serious enough to formally involve other parties.

- Repeated occurrence of the above behaviours
- Telling lies
- Verbal abuse / bad language
- Refusal to work
- Defiance
- Deliberate destruction of another child's work / materials
- Vandalism
- Stealing
- Threatening behaviour
- Physical abuse / unsafe behaviour

1. As well as being dealt with by the class teacher, children who behave negatively in this way will often be asked to talk to the Head of Pastoral, the Head of Prep or, in extremely serious cases, the Head of School. The Incident book (kept with Head of Pastoral) should be used in these cases and the pupil will have the incident written down and read to them and they will be asked to sign the report to confirm they are aware of what they have done. The teacher reporting the incident will also sign the book.

2. If staff members feel that it is appropriate and will be productive, parents may be informed by email, by letter, by phone or in person.

In very extreme cases, e.g. when children pose a physical threat or danger to themselves, their peers, their teachers or their environment, they may be asked to leave the school for a short period of time (usually the remainder of the day).

In these cases, which will always be handled sensitively on a one-to-one basis, taking into consideration each individual child's circumstances, the objectives will be to:

- Explain to both pupil and parents ways that they can work with the school to improve behaviour
- Give them the time and space to reflect on what has happened and consider how to change the behaviour
- Ensure the school environment, pupils and staff are safe and able to function effectively.

These steps are a 'last resort' in our behaviour system, when every other step has been taken logically, consistently and fairly.

In the case of repeated aggressive, violent, dangerous or socially intolerable behaviour, more permanent solutions may be sought, to ensure that all members of the school community are able to fulfil their right to work and study in a safe, productive environment.

These may include a pupil being asked to permanently leave the school community, as they have not been able to follow and adhere to the school rules and expectations.

Our primary focus should always be to set high expectations, promote and celebrate good behaviour and give our pupils the tools with which to become successful learners and positive, productive members of society.

Updated July 2015.