

# Behaviour & Discipline - Prep School

Dover College



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## **INTRODUCTION**

Please see the Dover College Senior School Policies and Procedures for a broader view of behaviour management within the school. The EYFS has a separate behaviour management policy that takes into consideration the age of the children.

The Prep School aims to create an environment that encourages and reinforces positive behaviour to ensure that every member of the school community is treated fairly and with respect. Furthermore, the Prep School acknowledges the societal and cultural expectation that positive behaviour is an important outcome of the educational process. The Prep School promotes high expectations within a nurturing community which finds its foundations in mutual trust and strong values.

## **DEPARTMENT AIMS**

- To create an environment which encourages and reinforces positive behaviour
- To clearly define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- To ensure that the wellbeing of pupils is considered in the design of behaviour management strategy
- To support pupils' spiritual, moral, social and cultural development within the context of behaviour management
- To uphold both the foundations of Fundamental British Values and the ethos of Dover College

## **STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour, it is acknowledged that many of these are goals to be worked towards rather than expectations to be fulfilled. Thus, the school has a role in the children's social and moral development just as it does in their academic development – with the PSHE curriculum forming an integral part of this development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to achieve behavioural goals. Much of this assessment is against the

school Characteristics of Effective Learning Progression Skills, (Nursery to Prep 6) which is designed to foster and support the development of a broad range of age-appropriate skills; including but not limited to personal and social competencies.

The children demonstrate a wide variety of behavioural patterns based on differences in home values, attitudes and parenting styles. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## **SCHOOL ETHOS**

Adults within the school community have a fundamental responsibility to model high standards of behaviour - both in their interactions with the children and with each other – in order to positively influence the children’s behavioural outcomes.

Adults should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within a group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships rooted in kindness, respect and understanding of the needs of others
- Ensure fair treatment for all - regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contributions of all
- Incorporate pupil voice into decisions about class rules
- Have a good understanding of child protection and that children’s poor behaviour may be a sign that they are suffering from abuse or harm. (refer to Child Protection Policy)

## **CODE OF CONDUCT**

Dover College school community of Governors, staff, parents and pupils adhere to a code of conduct. Dover College sees education as a partnership. Members of our staff are committed to excellence, aiming to achieve a spirit of respect, trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication.

## **THE CURRICULUM AND LEARNING**

We believe that appropriately structured learning contributes to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection that can lie at the root of poor behaviour.

Lessons should have clear objectives, understood by the children, and differentiated outcomes to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity – for example providing feedback to the children on their progress and achievements - and to signify that the children's efforts are valued and that progress matters (See Curriculum and Marking Policy).

## **CLASSROOM MANAGEMENT**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment offers clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays are all contributing factors to children's behaviour. Classrooms should be organised to facilitate independence and personal initiative. Furniture should be arranged to provide an environment conducive to on task behaviour and which deters desultory 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. Some displays should be interactive and ongoing to assist children's learning. Overall, the classroom should provide a warm and welcoming environment.

Teaching methods should of course 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 cooperation with others. Praise should be used to encourage positive behaviour as well as high attainment. Criticism should be a private matter between teacher and child to avoid resentment and/or embarrassment. It should be constructive and should unequivocally clarify that the behaviour is being criticised and not the pupil.

## **RULES AND RESPONSIBILITIES**

Rules and procedures should be designed to clarify how the children can achieve acceptable standards of behaviour.

Rules and procedures should:

- Be kept to a necessary minimum
- Be positively stated, telling the children what to do rather than what not to do

- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced
- Promote the idea that every member of the school has responsibilities towards the whole school

## REWARDS

Our emphasis is on the use of rewards to reinforce positive behaviour. We believe that rewards have a motivational role, helping children to see that positive behaviour is valued. The most common reward is praise (informal and formal, public and private), which is used to incentivise both individuals and groups. It is earned by the maintenance of good standards as well as by particular noteworthy achievements. This applies to both adults and children within the school community. Praise for behaviour should be used in equal amounts as praise for attainment and/or effort.

The weekly celebration assembly (Friday) is the vehicle by which public recognition is most often given. Children are awarded certificates of achievement and a Headmasters certificate is awarded for a particular achievement. Rewards are given for both academic and pastoral achievements and correlate with the life and learning skills promoted within the Prep School – the table below provides an overview of ongoing rewards available to pupils:

Academic and Pastoral Rewards
Praise Class stickers House Points Class certificate Headmaster's Commendation Termly and annual awards Discussion with parent/carer Email/call home from class teacher Email/call home from Academic Lead Email/call home from Deputy Head Deputy Head sticker/bracelet Three Tick rewards Work being shared with Deputy Head and Headteacher

## SANCTIONS

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction. Sanctions will not involve any form of unlawful or degrading activity. Corporal punishment is illegal.

The use of sanctions should be characterised by the following features:

- It must be clear why the sanction is being applied
- It must be clear what changes in behaviour are required to avoid future sanctions
- It should be the behaviour rather than the person that is sanctioned

Our children's chances of success and happiness in life depend considerably upon their ability to make responsible choices. To assist in fostering maturity in our pupils, we have developed a whole-school approach to discipline. Our approach demands that pupils are treated consistently by all adults in the Prep School. In this way pupils will have clarity and understanding of the behavioural sanctions in place. Our approach is centred upon rewards and praise for children making the right choices, and to learn by their mistakes.

## **PHYSICAL RESTRAINT**

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. Further information regarding our approach and expectations with regards to restraint including reasonable force can be found in Appendix 5 (Physical Restraint of Pupils) of our Safeguarding Policy.

## **CUMULATIVE SANCTIONS PROCESS**

- Identify and praise positive behaviour elsewhere in the class as a guide for pupil
- Issue a verbal warning to the pupil and clearly inform them that the next stage will follow if behaviour is repeated
- Remove the child's name from the positive side of the board and write it on a post-it note on the teacher's desk.
- Add a single cross next to the name of the pupil, resulting in missing 5 minutes of 'Golden Time' or play time, where possible on the same day as the offence, should the cross be present at the end of the lesson

- Add a second cross next to the name of the pupil, resulting in missing 10 minutes of 'Golden Time' or play time, where possible on the same day as the offence, should the cross be present at the end of the lesson
- Add a third cross next to the name of the pupil, resulting in the pupil being removed from the classroom. At this stage, refer to the Deputy Head who will make a note of the meeting with the child and take time out with the pupil. This time will be used to discuss behaviour, but also to reflect upon the triggers and consequences of the behaviours. Pupils can complete a reflection sheet to aid with this.
- Pupil will then attend a supervised sanctions club to complete missed learning and/or reflect upon the behaviour displayed.
- Arrange a formal meeting with parents/carers to discuss pupil's behaviour
- Inform the Headmaster
- When outside of the classroom, the duty teacher will record any incidents of negative behaviours in the incident log or MyConcern and will inform the class teacher and/or Deputy Head as appropriate. Proportionate sanctions will be applied, which may include attending a sanctions club or writing a letter of apology and/or reflection.

## **CUMULATIVE REWARDS PROCESS**

- Identify and verbally praise positive behaviour
- Write the pupils' name on the board, explaining the reasons why and reinforcing the positive behaviour identified
- Add a single tick next to the name of the pupil, resulting in two house points should the tick be present at the end of the day
- Add a second tick next to the name of the pupil, resulting in a further two house points should the tick be present at the end of the day
- Add a third tick next to the name of the pupil, resulting in a further two house points should the tick be present at the end of the day. At this stage, the class teacher will write an email home to the child's parent/carer detailing the positive behaviour seen. The Deputy Head will also reward the pupils with a treat or sticker at the end of the day.
- When outside of the classroom, the duty teacher will record any incidents of positive behaviours and will inform the class teacher and/or Deputy Head as appropriate. Proportionate rewards will be applied, which may include receipt of house points.

## **RULES, REWARDS AND SANCTIONS**

Pupils should understand that positive behaviour brings desirable consequences and negative behaviour brings undesirable consequences.

## **THREE CHIEF ELEMENTS**

The Prep School behaviour approach has three chief elements:

**RULES** - Pupils agree to a set of classroom rules at the beginning of each school year and a set of guidelines for behaviour outside the classroom are provided and discussed. These link directly to the school's values and are clearly displayed in each class. All pupils sign these agreed rules.

**REWARDS** - In order to encourage pupils to choose to follow these rules and guidelines, a system of rewards is used. These can be house points, stickers, certificates or treats.

**BEHAVIOUR CHECKS** - Pupils who choose to break a rule will have automatically chosen one of a list of consequences. The system below sets out the stages and sanction which we would usually apply. We value a strong and productive home/school partnership with parents, which we hope will ensure a lasting and clearly defined code of rights and responsibilities.

## **REASONABLE ADJUSTMENT AND JUSTIFICATION**

The Prep School will make 'reasonable adjustments' to the application of the behaviour policy. Reasonable adjustments are aimed at preventing discrimination and can be taken in the form of:

- Use of a behaviour support plan
- Additional PSHE input, pastoral meetings, peer mentor support
- Inclusion in an appropriate intervention programme
- Taking into account a pupils IN Passport
- Support from the SENCo and external services as appropriate

## **COMMUNICATION AND PARENTAL PARTNERSHIP**

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Deputy Head so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental



participation in many aspects of school life is encouraged. The participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern parents will be informed informally at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action may be discussed with the parents.