

## PREP SCHOOL BEHAVIOUR AND PASTORAL CARE POLICY



Reviewed By: Prep School Deputy Head

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Next Review: September 2022

### **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 good behaviour to ensure that every member of the school community is respected and treated fairly. Furthermore, it is acknowledged that society expects good behaviour as 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 good 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

## **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 the behavioural goals (see Sections 8 and 9).

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)

## **PASTORAL TEAM STRUCTURE**

1. Class Teacher and Teaching Assistant (where applicable) - provide the day to day care in liaison with parents

2. Prep School Deputy Head - oversees the development of the Prep School pastoral systems and day to day running of behaviour matters, dealing with more serious behaviour issues and behaviour plans after class teacher input.

Achieving these objectives through our life and learning skills and school rules- focusing on the positives! We aim to encourage children to develop and embed these skills through the following school rules by:

- Staying Safe - Having a robust system of reporting and taking action on welfare and Safeguarding concerns –see Safeguarding and Child Protection Policy.
- Using the behaviour rules displayed in each classroom as the broad objectives and developing class rules and rules for specific areas e.g. the playground and any other safety awareness subjects of the PSHEE curriculum. These are incorporated into all aspects and subjects within the school day.
- Understanding cause and consequence within socially and behaviourally challenging situations by encouraging pupils to think about the short and long term impact of their actions, both on themselves and others. Additionally, pupils are supported in developing alternative pathways and strategies to overcome difficulties.
- Supporting pupils in making links between feelings and behaviours is fundamental to our pastoral approach to behaviour management. Pupils are allowed the space and time to express their emotional needs and are encouraged to develop cognisance of how both positive and negative behaviours are connected to feelings.

## **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 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 good 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, REWARDS AND SANCTIONS**

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

When a pupil behaves or misbehaves, then he/she is making a choice to do so. In most circumstances, children can always choose to behave well. Pupils should understand that positive behaviour brings desirable consequences and negative behaviour brings undesirable consequences.

### **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 the distinction between academic and pastoral rewards:

| <b>Academic Rewards</b>             | <b>Pastoral Rewards</b>                        |
|-------------------------------------|--|
| Praise                              | Praise   |
| House points                        | House points                                   |
| Class certificate                   | Class certificate                              |
| Deputy Head sticker/bracelet        | Deputy Head sticker/bracelet                   |
| Discussion with parents             | Discussion with parents                        |
| Termly and annual prizes and awards | Note in contact book or email from Deputy Head |
| Headmaster's certificate            | Headmaster's certificate                       |

## **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.

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. The table provides an overview of the distinction between academic and pastoral sanctions:

### **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 the school rules sheet in agreement and this is displayed as a reminder throughout the year.

**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.

### **REWARDS (INSIDE THE CLASSROOM)**

**STEP 1** - TEACHER POINTS OUT POSITIVE BEHAVIOUR- Positive behaviour is initially celebrated

**STEP 2** - NAME ON THE BOARD - Teacher will further praise the pupil and explain why the pupil's name is on the board, reinforcing behaviour for learning seen

**STEP 3** - TICK NEXT TO NAME ON THE BOARD - The pupil will receive 2 house points

**STEP 4** - SECOND TICK NEXT TO NAME – The pupil will receive an additional 2 house points

**STEP 5** - THIRD TICK NEXT TO NAME – The pupil will receive an additional 5 house points and an email will be sent to parents/carers from the Deputy Head detailing their behavioural achievements.

### **SANCTIONS (INSIDE THE CLASSROOM)**

**STEP 1 - TEACHER POINTS OUT POSITIVE BEHAVIOUR OF OTHER PUPILS** - This serves as a model and incentive for the pupil to change their behaviour

**STEP 2 - VERBAL WARNING TO THE PUPIL** – Inform them that the next stage will follow if behaviour is repeated

**STEP 3 - NAME ON THE BOARD** - Teacher will explain why the pupil's name is on the board and reinforce acceptable behaviour

**STEP 4 - CROSS NEXT TO NAME ON THE BOARD** - Miss 5 minutes of 'Golden Time' or play time, where possible on the same day as the offence

**STEP 5 - SECOND CROSS NEXT TO NAME** – Miss additional 10 minutes of 'Golden Time' or play time, completed on a Tuesday or Thursday lunchtime

**STEP 6 - THIRD CROSS NEXT TO NAME** – Move to another classroom. Return at an agreed time. If the pupil returns and within that session continues to make poor choices and does not follow the School Rules, the pupil will be taken to see the Deputy Head. The child will be asked to have a 5 minute reflection time to think about what has happened before speaking to the Deputy Head. This time will be used by the Deputy to 'dig deep' into the behaviour and its triggers, ensuring that the child is listened to. The pupil will be placed in the Tuesday or Thursday lunchtime sanctions session. 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. (Appendix A)

**STEP 7 - Behaviour Support Plan-** (Appendix B)

When a child demonstrates behaviour that is consistently unacceptable, a behaviour support plan is drawn up and agreed with the child and parents providing a structure for acceptable behaviour and reward for success. If, however, the plan which demonstrates reasonable adjustment is unsuccessful over the time allocated, then the subsequent steps of the behaviour policy must be implemented.

Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behavioural Support Team where necessary in conjunction with the Head of Individual Needs.

**STEP 8** - To be applied by the Headmaster in the case of step 7 being unsuccessful or of serious poor behaviour choices such as unprovoked violence, refusal to obey a member of the staff, deliberately striking an adult or peer-on-peer abuse. The Headmaster may decide to send a pupil home or ask them to serve an informal one-day away from school (Released Home). The purpose of this time away from school is for the family to reflect as to whether they are able to support the Head's

responsibility to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the school community.

Temporary Exclusion (Suspension) or Permanent Exclusion (Expulsion)- On the rare occasions where there are serious issues with a pupil's behaviour, where it is felt inappropriate for the pupil to remain in school for the physical, emotional or learning safety of themselves or others (including the adults), then exclusion will be considered. Exclusion of a pupil may take place if:

- In the opinion of the Headmaster the sanctions put in place and applied have had no significant effect.
- The pupil has continued to behave inappropriately causing danger or harm to themselves or others.
- The attitude or behaviour is disrupting other pupils' opportunities to learn.
- If the actions of the child are considered criminal e.g. criminal damage, serious assault, stealing, continuous breach of other children or adults' right to be safe and learn.
- There will be a full discussion with the pupil and with the parents about the incident after a complete investigation has taken place.
- Exclusion will be for as short a period of time as possible.

### **SANCTIONS (OUTSIDE THE CLASSROOM)**

All adults working with children may use a variety of sanctions. These may include:

- VERBAL WARNING – Reminder of outside/play time rules
- INCONVENIENCE SANCTION eg. Sent back to walk
- TIME OUT TO REFLECT – 5 mins
- TIME OUT TO REFLECT – 10 mins
- RESTRICTION OF MOVEMENT – Teacher on duty to record any sanction in play time book
- ADDITIONAL SANCTION LINKED TO THE OFFENCE - Letter of apology / reflection sheet / discussion
- REFER TO DEPUTY HEAD PASTORAL as in STEP 6 and 7

If a child has been recorded in the play time book or sanctions book three times in one week or five times in half a term parents will be informed by the Deputy Head.

### **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.

## **Appendix A**

### **Reflection sheet**

**Pupil Name:**

**Date:**

Why have I been sent out of class?

Which school rule or rules have I chosen to not follow?

How has my choice affected me?

How has my poor choice affected other people?

How can I change my behaviour?

**Behaviour Support Plan for** \_\_\_\_\_

**To be written by the class teacher and child in consultation with the parents and Deputy Head and Head of Individual Needs**

|   |   |
|---|---|
| <b>What will this look like if it is going well? (only positive statements)</b> |   |
| <b>What do I find hard? (potential triggers)</b>                                | <b>What can adults do to help me?</b>           |
| <b>The right language to use (Adults)</b>                                       | <b>How will I be rewarded for good choices?</b> |

|  |   |
|--|---|
|  |   |
| What will happen if I make poor choices? | My view – how do I feel about his plan? |

Child's signature-----(date)-----

Teacher's signature-----(date)-----

Parents' signature----- (date)-----

Review date-----