

St Andrew's Pre-Prep and Nursery

Behaviour Policy

# St Andrew's Prep

## EASTBOURNE

### St Andrew's Pre-Prep and Nursery Department

#### Behaviour Policy

##### **GENERAL STATEMENT**

Within St Andrew's Pre-Prep and Nursery department the behaviour policy and code is based on shared standards and values. Children, particularly the young, are always learning. The role of the staff in the Pre-Prep must at all times be to encourage good behaviour. We expect children to be polite, co-operative and considerate of others. Staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. Children, parents and adults take a shared responsibility in encouraging these values.

It is the aim of the department to provide an environment of positive working relationships which maximises skills and abilities. We further aim to create a relaxed yet orderly and industrious climate in which effective learning and play can take place. All staff set a good example of behaviour to children and we believe in mutual respect and that children should learn the difference between right and wrong.

This policy links with the Every Child Matters agenda, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

##### **PRE-PREP AND NURSERY VALUES**

The whole school has adopted a set of values that the children and staff are expected to abide by. These have been adapted to suit the age range of the children in Nursery and Pre-Prep and are as follows:

- Be kind and honest
- Listen
- Be tolerant and forgiving
- Try our best

### **SELF ESTEEM**

Children feel valued and consequently behave when:

- A positive approach is taken and good behaviour acknowledged
- Their work is valued and displayed
- Success is relevant to the child's achievement and not comparative to others
- They are helped to have realistic expectations of themselves and others
- They are given trust and responsibility
- They share the success of others
- Adults have high expectations of them
- School and parents work together

### **WHAT IS GOOD BEHAVIOUR?**

Good behaviour is demonstrated by:

- Being polite and well mannered throughout the day
- Taking responsibility for one's own actions both in school and during off-site activities
- Moving sensibly around the school and showing consideration for others
- Having respect for other people and their property
- Showing non-tolerance of bullying and supporting others
- Always doing one's best in all work and in the way to behave
- Always telling the truth and responding appropriately to constructive criticism

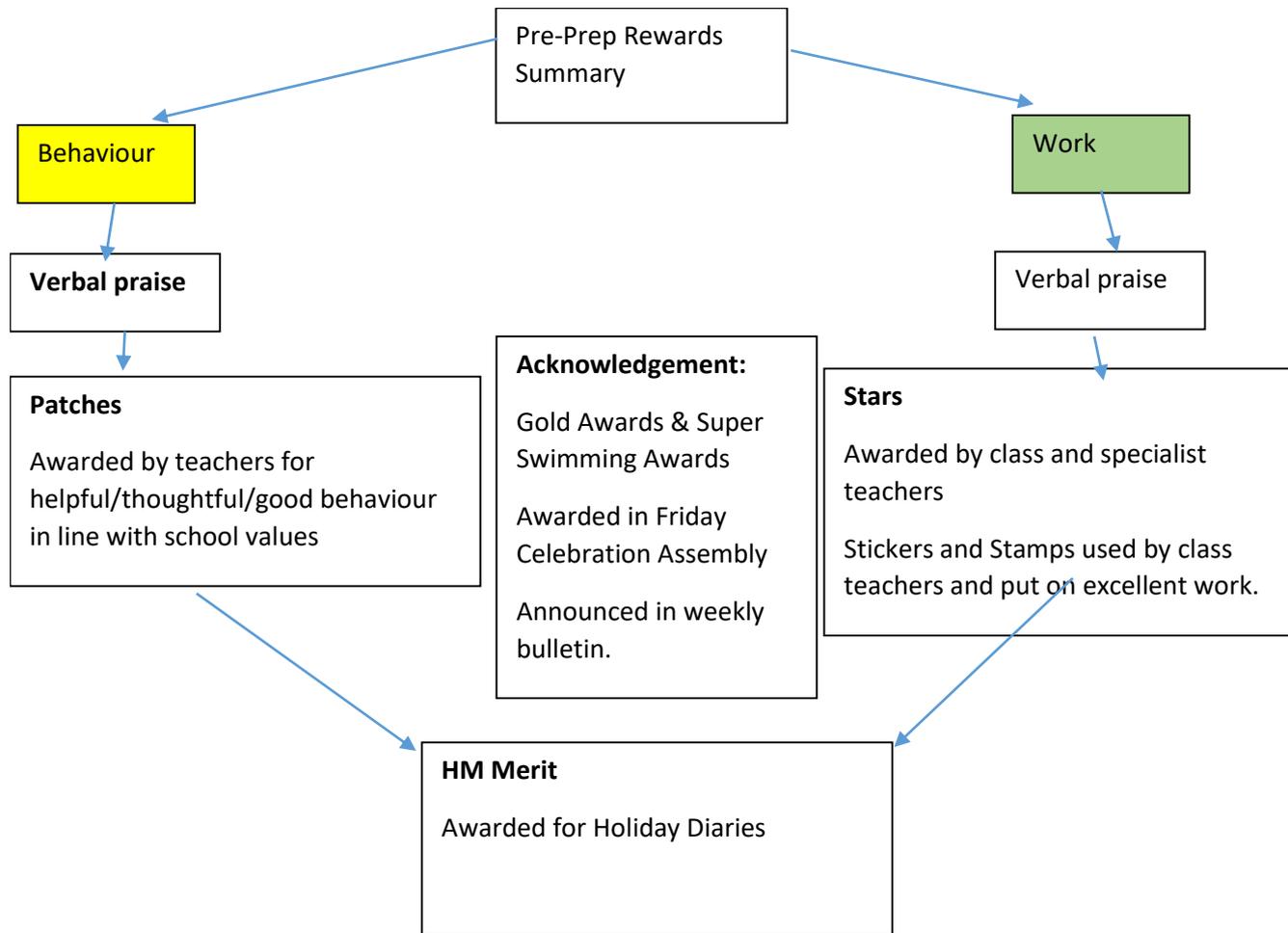
### **WAYS TO ENCOURAGE GOOD BEHAVIOUR**

We encourage good and responsible behaviour in the Pre-Prep and Nursery by:

- Giving verbal praise
- Giving Gold Awards for good work and behaviour
- Giving patches for kind actions, thoughts and deeds  
(displayed at assembly on a Monday)
- Using a Privilege Time system whereby good behaviour is rewarded
- Work is praised in assemblies, both class and parents' assembly
- Going to see the Head of Pre-Prep

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### Privilege Time

20 min weekly session supervised by Class teachers earned for good behaviour and sustained effort in class.

### House Cup

Awarded termly to the House that accrues the most stars

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### **CIRCLE TIME**

All children in the Pre-Prep and Nursery take part in Circle Time discussions. Issues relevant to the children are discussed at these items. Staff will encourage children to speak but no-one will be forced to. Staff have been instructed in the importance of Circle Time and the need for sensitivity when dealing with different issues.

### **PRIVILEGE TIME**

The Pre-Prep department operates a system whereby good behaviour is rewarded through a 20-minute session of Privilege Time. The children may choose to bring in something from home to play with and share or opt for a class-based activity of their choice. Children who have lost minutes through poor behaviour must sit out and observe silently for that amount of time.

### **SANCTIONS**

Sanctions for poor behaviour follow a strict format which is adhered to by all staff:

- o Verbal reasoning
- o A warning signal of the loss of Privilege Time unless a serious misdemeanour.
- o One-minute loss from Privilege Time
- o Recording of loss of Privilege Time
- o Being moved away from other children in class and in extreme cases being removed to another class or sent to the Head of Pre-Prep
- o Occasional missing part or whole of break either by sitting out on bench or in the Head of PP office
- o Recording of actions or behaviour at the weekly Pastoral Meeting
- o Parents being informed at any stage of the child's behaviour in school or when out at play. Parents are informed the same day or as soon as possible. They will not be informed of every incident or "offence" but will be consulted if the behaviour is repeated or of a serious nature.

**CORPORAL PUNISHMENT** – This is not an acceptable action. No member of staff will threaten to or use corporal punishment, either in the school or EYFS setting (ISI E271/EYF 3.51-3.52)

**PHYSICAL INTERVENTION** – There are times when a child's behaviour may present particular challenges that could require physical intervention. We only physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. This is in order to maintain safety and we use this as for short a period as possible. We never use physical intervention out of anger or as a punishment.

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Please also see our Restraints policy.

### **LUNCHTIME ARRANGEMENTS**

All teachers encourage the children to behave appropriately during the lunch time and reinforce the Pre-Prep and Nursery values. Children who are not considered to be behaving will be referred to their class teacher and those who do will be praised.

### **BREAKTIME ARRANGEMENTS**

Children are expected to behave appropriately when at play both in and out of the classroom.

Further information regarding arrangements for break times can be found in the Pre-Prep Playground Policy document

All teachers and teaching assistants are timetabled for supervision on a rota basis. They are expected to maintain order; usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to sit out on the bench for a period of time proportionate to the age of the child. Staff keep note of children who continually misbehave and share this with the child's class teacher for monitoring. Persistent or serious misbehaviour at playtimes is brought to the attention of Head of Pre-prep and discussed at weekly pastoral meeting.

### **BULLYING**

We are committed to providing a caring environment, free from any threat or fear, for all people within school so that learning and play can take place in a secure atmosphere. Bullying of any kind is unacceptable at St Andrew's. If bullying does occur, those who are aware of it should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff as soon as possible. The member of staff will decide whether they can deal with the incident or whether it needs to be referred to the class teacher or Head of Pre-Prep. The investigations of incidents will involve interviewing all concerned and as many witnesses as possible. A record will be made at the department pastoral meeting and parents of those involved informed.

We consider bullying to include:

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- Physical: pushing, kicking, hitting, punching or any use of violence
- Verbal: name-calling or teasing
- Emotional: exclusion, tormenting or being unfriendly
- Racist/sexist: racial taunts, exclusion, name calling

Please refer to the department's Anti-Bullying policy for further details and examples of bullying.

All bullying is unacceptable, regardless of how it is delivered or the excuses given to justify it. The Pre-Prep recognises the detrimental effect of bullying on both victims and perpetrators and will work actively to minimise the risks. All staff understand that victims of bullying need to be treated in a supportive manner.

### **PASTORAL CARE**

The Pre-Prep members of staff meet once a week on a Friday to discuss any individual cases causing concern. The Nursery meet for a pastoral meeting on a Monday. All matters are recorded and a copy is stored electronically in the Pre-Prep Pastoral folder and notes are added to the Whole School Pastoral database on the school portal. Any child protection issues should be raised directly with the school's Child Protection Officers who will take the appropriate action directly. They are not for discussion at Pastoral meetings.

### **EXCLUSION (FIXED TERM OR PERMANENT)**

The Pre-Prep or Nursery department may, at times, need to take the decision to exclude a pupil for a fixed term or permanently. This may only be decided by the Head of Pre-Prep and the Headmaster. This decision is a serious one and will only be taken if:

- There are serious breaches of discipline
- A range of alternative strategies have failed
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In the case of exclusion, parents will be informed, in writing, of the reason for the exclusion and be offered an opportunity to discuss the reasons and the ways forward with both the Head of Pre-Prep and the Headmaster. Usually the parents of a child who is excluded from the school will have been working with staff in the Pre-Prep department for some time.

### **POLICY EVALUATION**

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Evaluation and review of this policy takes place on a bi-annual basis. The staff work together to discuss any changes or adaptations. Throughout the year the whole staff are encouraged to feedback information and ideas regarding the implementation of this policy.

### CONCLUSION

It is the aim of the Pre-Prep department to ensure that there is a continuity of approach throughout the school with regard to behaviour. New members of staff will be informed of the department's policy on behaviour and be expected to adhere to it

This document was informed by reference to the relevant documentation issued by DCFS (DfES), IAPS and the East Sussex Local Authority. It is also in accordance with the school's policy on equal opportunities and child protection/safeguarding.

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Signatories:	

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### APPENDIX I

#### Privilege Time

- Children select an activity that they would like to do at the beginning of the week and record this on a chart in the classroom.
- The activity/toy/game should be something that is very special and valued enough to act as a powerful incentive not to lose minutes. It does not matter whether the toy or game is the child's or the schools but it must be agreed at the beginning of the week
- Things that are brought in from home should be kept in the Privilege Time box and not used at any other time whilst at school.
- Children may choose to share an activity such as a board game or take turns on a computer game but they cannot just watch or sit around waiting for their turn.
- Over the week any minutes lost are marked off on a chart so that the child can see exactly where they are at
- Minutes are lost when a child continues to do the "wrong" thing or behaves inappropriately. They should be given a warning first and the opportunity to correct their behaviour. The issuing of a warning is crucial. A minute should only be taken away immediately if the behaviour cannot be corrected with a warning or goes against the Pre-Prep Values.
- No more than one warning or one minute can be incurred for each misdemeanour. However, repeated bad behaviour can result in the loss of additional minutes
- Privilege Time should last for exactly 20 minutes
- Children who have lost minutes should sit out on a chair on the edge of the room watching their friends enjoy their time.
- Minutes lost should be carefully timed so that the children can see the time passing. Immediately their time is served they should be allowed to join in with their chosen activity.
- Privilege Time should not be used to finish off outstanding work, hear readers. It is a time purely for the children's own choice of activity.