



## **Pre-Prep and Early Years Behaviour Management Policy**

### References:

- A. Statutory Framework for the Early Years Foundation Stage, DfE September 2023
- B. Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements, ISI, March 2023

Vinehall has and implements a behaviour management policy and procedures.

### **Aims and Expectations**

The children's behaviour is managed effectively and in an appropriate way for the children's stage of development and particular individual needs with reasonable adjustments made for SEN pupils. Vinehall therefore has a separate Behaviour Management Policy for Pre-Prep and Early Years children, including those attending Out of School Care in Pre-Prep. To make the policy effective, we expect it to be adhered to by all members of staff.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. As a Pre-Prep, including Early Years we work together to promote a whole department approach to managing the children's behaviour and support systems are in place to promote good behaviour as the children make the transition through the school. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We encourage high levels of self-control and positive behaviour. We maintain an environment where the children feel safe and feel confident sharing their concerns with their trusted adults. The children are encouraged to keep themselves and others safe through the promotion of good behaviour and awareness of right and wrong. Our children learn about the four fundamental British Values of democracy, the rule of law, individual liberty and mutual respect through the curriculum, assemblies and Life Skills, and these underpin our expectations of positive behaviour.

### **Golden Rules**

Our Pre-Prep and Early Years have adopted the Golden Rules. These are usually displayed in the Pre-Prep corridor and in classrooms for parents to see, and they are interwoven into the Pre-Prep and Early Years assemblies. The Golden Rules are also referred to in Life Skills, which is planned as a weekly session throughout the setting.

## The Pals

The Pals are five puppet characters that we use to promote positive learning behaviours and dispositions. These include:

- **Billy Bee** who works hard with his friends. He displays empathy, is a good listener and collaborates with others.
- **Terry Tortoise** who tries and tries and never gives up. He has determination and persists even when things are difficult.
- **Cassie Cat** who is curious and asks questions. She is curious and likes to learn new things.
- **Ollie Owl** who concentrates and takes his time to think. He has focus, good judgement and can reflect on his successes and failures.
- **Maisie Monkey** who tries new things and is not afraid to make mistakes. She is resilient, uses her initiative and takes some risks.

Children are introduced to the characters which are on display so that parents are aware of the initiative. Posters and finger puppet characters are also evident in each class.

## Rewards

We praise and reward children for good behaviour in a variety of ways both for individually and collaboratively:

### Individually

Vinehall Staff praise children verbally both in class and around the school. The whole staff are involved, including our caretaker, who has a board to comment on in the cloakrooms.

Each week we nominate children to receive Star Awards in assembly, some of which are to celebrate good behaviour. The reason for rewarding the children is read out in assembly.

All members of staff, including the Head of Pre-Prep Department and the teaching team, will distribute stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Particularly exceptional behaviour or effort is rewarded by a certificate and having the child's photograph on our 'Wall of Fame'. The photographs stay on the 'Wall' for the year and stars are added and certificates given for any additional achievement or effort above the normal expectation.

In addition, we reward positive dispositions that the children display in relation to the Pals. Each Key Stage 1 child has a Pals Booklet and stickers are awarded for work in relation to each of the dispositions. Once they have reached five stickers, they receive a Pre-Prep Pals postcard in the celebration assembly. In Early Years the children receive Pre-Prep Pals stickers; once they have three stickers, they receive a Pre-Prep Pals postcard in the celebration assembly.

Classes may develop their own system for rewards to meet the needs of each cohort, such as a gem in the pot to reward a collaborative effort, and a team treat when the jar has been filled.

Children from Reception to Year 2 work throughout the week to maintain the 15 minutes of protected Golden Time they are given on a Monday. This is given from 2.45 to 3pm on a Friday afternoon and the children may choose which class they spend their free time playing in. This session starts altogether in the hall.

The school acknowledges the efforts and achievements of children, both in and out of school and we encourage parents to liaise with us in this respect.

'The Zones of Regulation' encourage children to be aware of their emotions in order for them to self-regulate appropriately. For example, when coming in from play it is appropriate for the children to be highly excited (yellow zone). They are then given visual clues and strategies in order to bring themselves into the green zone, ready to listen and learn. The children have a range of strategies available to choose from and are supported by both adults and their peers to select an appropriate strategy from their toolbox to help them to self-regulate. The strategies are on display in every classroom. The youngest children are given "time to think" rather than "time out." They have a range of appropriate tools to use, such as breathing deeply using "volcano breaths." Children in Early Years who persistently transgress the rules are given an individual mat to sit on and a minute sand timer before using the repair chart. Parents would be spoken to on collection of the child. If the patterns of behaviour persist a Cause for Concern is raised, and a meeting is held with the SENCO and all stakeholders to develop a behaviour support plan. This plan would be shared with the parents/carers and reviewed at 6 weekly intervals.

### **The role of the class teacher**

The class teacher refers to the Golden Rules and any specific rules with their class. It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour. Targets (KS1) or 'Next Steps' (EYFS) for improvement in social behaviour are often set and parents informed. If a child misbehaves in class, the class teacher deals with incidents him/herself and aims to tackle the problem positively. The class teacher discusses incidents with individuals, small groups, with the whole class or in year group assemblies and aims to deal with situations as they happen. However, if misbehaviour continues there is a 'staged approach'. The class teacher seeks support from the parents and the Head of Pre-Prep department. Advice may be taken from other members of staff including the SENCO. It may be felt necessary to suggest to parents the involvement of our SENCO or an external agency.

### **The role of the teaching assistant (TA)**

At playtime, it is the responsibility of staff on duty (often the TAs) to ensure that the playground rules are enforced during breaks. Although the Golden Rules cover playground behaviour, there are a few additional practical rules for safety. TAs support the children and promote responsible behaviour; they aim to mediate and to encourage the children to resolve their differences independently (see the Six Step Approach below). Any child in the wrong will be encouraged to apologise. Occasionally children may also need time out of play; strategies include sitting a child on the bench or taking a child to be supervised inside. Staff involved in out of school activities and clubs are aware of and implement the Pre-Prep Behaviour Management Policy and liaise with the teaching staff and Head of Pre-Prep Department as necessary.

The teaching assistants support the teachers in upholding the high standards of behaviour we expect from the children. They treat each child fairly and enforce the rules consistently. TAs liaise closely with the class teachers and report any incidents of notable behaviour (good and bad). The teaching assistants (TAs) on duty are required to fill in a record book of any playtime incidents and are notified if there are children that we feel need particular observation at playtime. TAs may be asked to track a child and fill in an observational form recording the children's actions and what is said at what time. A system of

traffic lights operates to notify all staff about children of concern who are raised at staff meetings each week and this information is circulated via the minutes to all teaching staff and TAs. In addition, children of concern are discussed at both staff meetings and meetings of teaching assistants. Particularly significant incidents are logged as an “incident” or “pastoral concern” on Engage and shared with the class teacher.

### **The Six Step Approach**

Pre-Prep staff have adopted the Six Step Approach to conflict resolution. They should:

1. Approach quickly and calmly, stopping any hurtful behaviour
2. Acknowledge the children’s feelings
3. Gather information
4. Re-state the problem
5. Ask for ideas for solutions and choose one together
6. Be prepared to give follow up support

### **The role of the Head of Pre-Prep Department**

The Head of Pre-Prep Department has overall responsibility for behaviour management issues in Pre-Prep, including the Early Years Foundation Stage. The Head of Pre-Prep Department is supported in this respect by the whole staff and SENCO and will liaise on advice and/or acquire expert advice if necessary. It is the responsibility of the Head of Pre-Prep Department to implement the school behaviour management policy consistently throughout the department, and to ensure the health, safety and welfare of all children in the school. All staff are required to log incidents involving behaviour and pastoral concerns on Engage, and he/she is responsible for keeping abreast of incidents and co-ordinating a coherent approach to involving parents and/or the Head of Vinehall for serious or persistent incidents of misbehaviour. Strategies involve internal exclusion from lessons and detention with the Head of Vinehall.

### **The role of parents and other agencies**

The school collaborates actively with parents and expects parents to support their child’s learning, to encourage positive behaviour and to co-operate with the school, as set out in the contract. [Parent Contract 2019 Nursery and KG.pdf](#) [Parent Contract 2019 Reception YR 1 YR 2.pdf](#) We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child’s welfare or behaviour. If a child needs to be placed on a behaviour plan the parents are informed and asked into school for a meeting to discuss this.

Where necessary the school liaises closely with other professionals to provide appropriate support in order to promote good behaviour.

### **Sanctions**

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We aim to apply each sanction appropriately to each individual. At no time is corporal punishment or the threat of corporal punishment, or the use or threat of any punishment which could adversely affect a child’s well-being, used at Vinehall. All reasonable steps are taken to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any failure to meet these requirements is an offence.

A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Any occasion where physical intervention is used to manage a child's behaviour is recorded and parents are informed about it on the same day or as soon as reasonably practicable.

If a child threatens, hurts or bullies another child, the class teacher or teaching assistant will mediate and listen to both sides to work towards a resolution. If a child is found to repeatedly act in a way that disrupts or upsets others, the school records the incidents on Engage and the child's parents are contacted. An appointment will be made with the parents to discuss the situation, with a view to improving the behaviour of the child. The school does not tolerate bullying of any kind. If we discover that bullying has taken place, we act as soon as we can to stop any further occurrences of such behaviour (See [whole school Prevention of Bullying Policy A4](#)).

If a child is disruptive in class, the teacher verbally reprimands him or her and points out or models positive behaviour. In the Early Years, the child is given time to think, a mat and a sand timer. From Reception up, If a child misbehaves again, they may lose a minute of their golden time. If the child persists, more golden time may be removed, or the child may be removed from the activity. The child is always supervised by another member of staff. The Head of Pre-Prep Department may be asked to be involved. The children will be encouraged to think about their actions critically with a view to 'repairing and rebuilding' and a repair chart with visual cues is used to ensure that even the youngest child understands that poor behaviour has a consequence and that a reparative action is required. Any child who loses a minute of golden time sits for this time with the HoPP on Friday afternoon, and it is used as a reflective exercise to re-set behaviour for the following week.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and remove the child or class to safety. If it is necessary to restrain a child for their own safety or for the safety of others, our staff may handle a child with just enough force to enable them to maintain safe conditions for the child, themselves and others (see [Positive Handling Policy A1](#)).
- In extreme situations of anti-social behaviour more serious sanctions may be invoked which ultimately includes exclusion. This procedure is outlined in the Prep School Parents' Handbook.
- All incidents of intervention should be recorded on Engage and discussed with the Head of Pre-Prep.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of Pre-Prep Department or the Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.