

The White House Preparatory School

Woodentops Kindergarten and Woodentops Day Nursery

PREP SCHOOL and EARLY YEARS BEHAVIOUR POLICY (5)

The principles that underpin good behaviour are the consideration for others as encapsulated in the school motto "*curo et consocio*" - 'I care and I share' and the school song "*Our Sharing Day*".

Considerate behaviour and the development of self discipline are achieved through a co-operative process involving parents as well as teachers. All members of the community work towards the school's aims by respecting children as individuals and providing a well ordered environment in which all are fully aware of behavioural expectations. Encouraging, praising and rewarding good behaviour, by promoting a sense of community and providing good role models and by supporting one another. We believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Our aims for behaviour are that all children will:

- be tolerant and understanding of the feelings and needs of others
- develop a responsible and independent attitude towards their roles in the community
- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour.
- learn to have respect for others and to behave courteously towards them
- contribute to a safe environment
- be able to work in an orderly atmosphere
- be able to understand the role of and the needs for discipline as a positive part of school life.

Staff will neither use nor threaten to use corporal punishment.

All members of the school community must be made aware of and agree with the expectations of behaviour. This is to be achieved:

- **Staff** through staff meetings and policy documents and good practice as exemplified by senior staff. We require staff to provide a positive role model of behaviour by treating children and adults with friendliness, care and courtesy. We require all staff to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the child's age. Staff should also refer to the safeguarding policy for more guidance on staff behaviour expectations.
- **Parents** through receiving a clear explanation of the school's ethos before they choose the school via show rounds and the website and a description of the school's discipline and anti bullying policies at their Autumn curriculum meetings and/or settling in sessions.
- **Pupils** by actively looking for the positive, using praise and feedback and reward for good behaviour. Correct behaviour is reinforced in pupils, through books, through discussion in Citizenship & PHSE and PSE lessons and in school assemblies.

Rewards include:

House points given for considerate, helpful actions. The House Cup is awarded termly to the house with the most points.

Stars and stickers for good effort or excellent work as well as to endorse desirable behaviour.

Verbal commendation in Assembly or class time.

'Good Behaviour' badges awarded weekly in Assembly in the prep school.

End of year awards for Good Fellowship, Diligence and Courtesy.

Day Nursery and Early Years

When a child is displaying behaviour that is not acceptable we support the child to see why their behaviour is unacceptable. It is the settings policy to bring that child close to the key worker who is responsible for Day Nursery children where the ratio is 1:3/1:4 and teachers in Kindergarten where they feel more involved. The room is also arranged so that each group of 8 children is attached to one teacher giving the child more security, thus giving less reason for disruption, and generally more control for the teacher who gets to know the children and parents in her group. If a child is continually disruptive the Principal or Nursery Manager or Head of Early Years will normally ask the parent to come in for a 'chat and a cup of tea' where we can discuss what the causes may be and hopefully decide on a new direction in which we can help the child to enjoy their time at school more.

The Prep School

We believe that the best way to encourage acceptable behaviour is to reward pupils who exhibit such behaviour; as mentioned previously. When children's behaviour is unacceptable the following sanctions have been agreed; these sanctions are hierarchical and most children will not proceed beyond the first or second stage. In certain extreme cases of violent or disruptive behaviour a pupil may be referred direct to the Head teacher who will decide what the next course of action should be:

1. Classroom Behaviour

- Verbal reprimand from teacher, with explanation and an example of positive behaviour.
- Child moved to another place
- Child sent to Key Stage Leader or another teacher
- Child sent to Head teacher
- Head teacher may ask parents to come in to discuss the child's behaviour and agree a plan for remedying it.

2. Playground Behaviour

- Verbal reprimand from supervising adult
- "Time out" e.g. sitting on the steps
- Referred to class teacher
- Referred to Key Stage Leader
- Referred to Head teacher
- Parents involvement

Persistent or serious bad behaviour

Serious or persistent bad behaviour should be recorded.

Punishment of whole groups should be avoided wherever possible - every effort should be made to find the culprit.

Expulsion

The school reserves the right to suspend or expel a child whose behaviour is severely disruptive or who puts other children at risk.

Reporting and recording

A good relationship between parents and school is essential. Parents should feel welcome at school and must have access to the teacher or Heads and Principal at the beginning or end of the day. Teachers are

committed to communicating to parents positive feedback concerning behaviour as well as pointing out areas requiring improvement.

Policy will be reviewed annually			
Policy reviewed:	Sept 16	By:	Headteacher
Policy reviewed:	Sept 17	By:	Headteacher
To be reviewed:	Sept 18	By:	Headteacher