

The White House Preparatory School

Woodentops Kindergarten and Woodentops Day Nursery

PREP SCHOOL and EARLY YEARS BEHAVIOUR MANAGEMENT POLICY

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.

Behaviour is a choice and children are better equipped to make good and positive behavioural choices when they are aware of different behaviours and their potential impact. We recognise children need to be supported in their personal development and that they may from time to time act in a manner which may not be acceptable. Children's behaviour will be managed positively and constructively to encourage good behaviour, to enable children to appreciate the nature of their choices and to make increasingly good decisions about their own behaviour.

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.
- develop good decision making which is underpinned by respect for self and for others.

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, 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 Pre-Prep 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 another teacher, Head of Pre-Prep, Assistant Head or Deputy Head.
- 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 a member of SLT
- 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.

Physical Restraint

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Every member of staff will inform the Head Master immediately after s/he has needed to restrain a pupil physically. The school also has a confidential register within which the school includes the pupil's name and year group, the nature and date of the offence and the sanction imposed. The school will keep this register on a central file so that any patterns may be identified by the school. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can address how best to respond to manage their child's behaviour. Parents of children who are in the school's Nursery/EYFS setting will be informed of the incident on the same day or as soon as is reasonably practicable.

COMPLAINTS

We hope you will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints Procedures (which apply equally to the Nursery Department) are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. *For EYFS:* We maintain records of complaints for at least three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Nursery Department, because it is part of an independent school, parents should be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. More details can be found

on Ofsted's website here: <http://www.ofsted.gov.uk/resources/information-for-parents-about-ofsteds-role-regulating-childcare>]

Policy will be reviewed annually			
Policy reviewed:	Sept 16	By:	Headteacher
Policy reviewed:	Sept 17	By:	Headteacher
Policy reviewed:	Sept 18	By:	Headteacher
To be reviewed:	Sept 19	By:	Headteacher