

Brabyns Preparatory School Behaviour Procedures

Introduction

We are committed to providing a safe, stimulating and nurturing environment, where all children can fully engage with their learning and achieve their absolute best. The policies include various procedures. Staff judgement is also taken into account to ensure a child's age and any specific needs they may have are taken into account.

Other Relevant Documents

- Behaviour Policy, Anti-bullying Policy and Bellevue Behaviour, Misbehaviour, Discipline, Exclusion Policies
- Golden Rules Poster and Red Stamp email templates

Year 1 to Year 6 Behaviour Policy

We are very proud of the behaviour of our children at Brabyns, both within the School and the wider community. The children are regularly praised, by visitors and members of the public, for their polite and courteous manner. We appreciate the support we have from parents to ensure this consistency.

This Behaviour Policy has been drawn up in consultation with all members of our school community.

Golden Rules and Rewards

The children follow our Golden Rules, which are clearly displayed around School. These are discussed regularly during Class Time, assemblies and PSHCEE sessions.

Our Golden Rules

These rules are to allow all of us to do our best and feel safe

At all times children should

- Be Polite, Kind & Helpful
- Be Honest
- Be Smart & Tidy
- Work Hard
- Listen to Others

Children are frequently rewarded for following these Golden Rules. These rewards include:

House Points
Certificates
Special Activities
Courtesy Cups

All staff at Brabyns encourage the children to reflect on their behaviour, and support them to make the right choices. Naturally, children sometimes make mistakes in their choices, and when they do we have a variety of strategies in place to help them analyse the incident, helping them to identify what they would do differently if the situation occurred again.

Sanctions

Sanctions are given for two strands of behaviour – Readiness and Respect. These are summarised in the table below and fully shared with the children. Age is always taken into account especially with regards to homework and forgotten uniform.

These behaviours do not allow us to do our best and feel safe.

Readiness	Respect
<ul style="list-style-type: none"> · Homework – not completed, without a note from a parent/guardian · Written work – not completed to an acceptable standard, or within agreed timeframes · Lack of concentration or effort during lessons · Forgetting equipment, stationery, PE kit etc. · Not being ready for the start of a lesson · Persistently not looking smart or taking pride in wearing School uniform 	<ul style="list-style-type: none"> · Intentionally threatening or unkind behaviour – verbal or physical · Persistently moving around the School in an inappropriate way · Persistently distracting others in class or assembly · Persistently shouting out in class · Being in any part of the School building without permission · Taking or damaging School property · Disobedience when given a clear instruction by a member of staff · Persistently not listening to others · Insolence to adults · Cheating in assessments · Persistent unnecessarily dangerous/rough play · Dishonesty · Swearing

Sanctions for the above are applied thus:

Readiness	Respect
<p>A child is given a yellow stamp in their Homework / Learning Diary for any 'readiness' rule broken.</p> <p>If 3 yellow stamps are given in one term, a sanction will be given as follows:</p> <p>Infants 10 minutes of playtime missed, and child supported to reflect on the impact of this behaviour on everyone's learning.</p> <p>Juniors The child is given homework on the following Wednesday. This work will be a written reflection on his/her behaviour and the impact this has on everyone's learning.</p>	<p>A child is given a red stamp in their Homework Diary or Reading Record for any 'respect' rule broken.</p> <p><u>Red Stamp 1 - Level 1</u></p> <ul style="list-style-type: none"> · note from Class Teacher in the Homework / Learning Diary – then email via Office, class teacher to tweak template <p><u>Red Stamp 2 - Level 2</u></p> <ul style="list-style-type: none"> · note from Class Teacher in the Homework Diary to say got 2nd stamp – then email via Office, class teacher to tweak template ● child will have a privilege withdrawn ● child supported to complete a written reflection on the incident which will be sent home for discussion <p><u>Red Stamp 3 - Level 3</u></p> <ul style="list-style-type: none"> · note from Class Teacher in the Homework Diary to say got 2nd stamp – then email via Office, class teacher to tweak template ● child will have a privilege withdrawn ● child will receive a detention of 30 minutes where he/she will be supported to complete a written reflection on the incident ● parents to attend a meeting with the Headteacher and SENCO, where Behaviour Plan will be drawn up for the child <p><u>Red Stamp 4 - Level 4</u></p> <ul style="list-style-type: none"> ● phone call home from Headteacher ● email home from the Headteacher ● child may be suspended from School for a half day and review their privileges in School ● parents to attend a meeting with the Class Teacher, Headteacher and SENCO, where outside agency involvement will be discussed and agreed upon.

We recognise that children sometimes make mistakes. The start of any term will be a chance for children to 'wipe the slate clean' of stamps and start afresh. For most children the rewards and sanctions outlined in the policy ensure the continuation of their excellent behaviour.

If the normal system of rewards and sanctions does not result in positive behaviour, we will advise expert outside agency involvement. As children at Independent Schools do not automatically have free access to some outside agencies, parents will be responsible for any costs incurred. We are committed to helping all children, and as such will work closely

with any outside agencies to support your child. This may result in a child being on an Individual Behaviour Plan in accordance with his or her specific needs.

However, if the above procedure has been followed, and the child's behaviour is not of the standard expected at Brabyns, despite expert or external agency involvement, the child will be excluded permanently. Likewise, should parents not wish to involve outside agencies, when recommended by the Headteacher and SENCO, the child may be excluded.

During certain times of the School day, week and year children are given greater attention and support to ensure any anxiety or possible issues can be proactively supported. This includes transition times between lessons, a change to the normal day and moving to a new class.

The School does not use corporal punishment.

Early Years Foundation Stage Behaviour Procedure

This applies to all staff, volunteers and pupils in the Early Years Setting.

Background

At Brabyns Preparatory School we recognise that each child is an individual and as such they will enter our school with different experiences of rules and boundaries. They also join us having had a variety of social contact with other children. We feel it is important for our children to make independent decisions and choices and that it is our role to help them develop this. We use all available opportunities to encourage negotiating skills, and demonstrate good examples of this between adults and children. These skills enable the children to share effectively and reduce the incidents of disruptive behaviour/arguments over toys etc.

All settings must have rules and boundaries to enable them to operate effectively and safely. Time is spent explaining to the children why we need to have rules and how, if we did not all follow them, they or someone else might get hurt.

Positive Behaviour

We foster a strong family atmosphere where the children are all keen to look after each other. Younger children can see positive behaviour being displayed by older children and older children can become more understanding of the younger children. We highlight children displaying positive behaviour and this often helps to act as a reminder for others to do the same.

Rewards

Consistently Good Behaviour	<ul style="list-style-type: none"> ● <i>Verbal praise</i> ● <i>Stickers</i> ● <i>Certificates</i> ● <i>Inform parents/carers about child's achievements (verbally)</i> ● <i>Recognition during assembly</i> ● <i>Sharing achievement with another teacher/class</i> ● <i>Class reward activities, 'Golden Time'</i> ● <i>Courtesy cup</i> ● <i>House points (Reception)</i>
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Undesirable / Challenging Behaviour

As part of typical development children do display undesirable and challenging behaviour at times and this is dealt with on an individual basis.

Behaviour in each session is dealt with during that particular session, for example if a child needs to experience 'time out,' it must be immediately after an incident and not delayed. We understand the importance of having realistic expectations of the children based on their developmental level.

Sanctions

Level	Behaviour	Possible Consequence
1	<ul style="list-style-type: none"> ● <i>Disrupting others' learning</i> ● <i>Shouting out inappropriately</i> ● <i>Running indoors</i> ● <i>Not listening</i> ● <i>Rough play</i> ● <i>Interrupting</i> ● <i>Throwing objects</i> 	<i>Talk to child about inappropriate behaviour</i>
2	<p>Persistent Level 1 Behaviour <i>(within the same session)</i></p> <ul style="list-style-type: none"> ● <i>Refusal to follow instructions</i> ● <i>Deliberately hurting others</i> ● <i>Deliberately damaging property</i> 	<p><i>Time out (with sand timer)</i></p> <p><i>Talk to child about inappropriate behaviour</i></p> <p><i>Inform parents at the end of the day</i></p>
3	<p>Persistent Level 2 Behaviour</p> <ul style="list-style-type: none"> ● <i>Spitting at others</i> ● <i>Biting others</i> 	<p><i>Time out of class – go to another classroom</i></p> <p><i>Talk to child about inappropriate behaviour</i></p> <p><i>Inform parents at the end of the day</i></p>
4	<p>Persistent Level 3 Behaviour <i>(within class, intervention has not ceased)</i></p>	<p><i>Support from SENCO</i></p> <p><i>Consider outside agency involvement</i></p>

For each new day, children will be given the chance to start afresh.

Each individual child may have a differing plan according to their needs i.e. new starters, children with additional needs or their developmental level.

Physical Intervention

The Early Years practitioners are responsible for managing children's behaviour in an appropriate way. They must not give or threaten the use of corporal punishment or any punishment which may adversely affect a child's well-being. The members of staff must take all reasonable steps 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.

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 the immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable. For more information on physical intervention, please refer to the safeguarding policy.

Individual Targets / Parent Partnership

Sometimes some children would need individual incentives as a reminder to complete some daily routines, for example, toileting. Examples of these include star charts or certificates. These take on a variety of forms and are completed in partnership with parents.

Transition

In order to prepare Reception children for Year 1, there is a period of transition between the EYFS Behaviour Procedures and the Key Stage 1 Procedures.