



## Behaviour, Rewards and Sanctions Policy (including EYFS)

### Schedule for Development / Monitoring / Review

Author:	Deputy Head
Approved by Trustees on:	Autumn 2021
The implementation of this policy will be monitored by:	LMT
Review Date:	Autumn 2022
Should serious incidents take place, the following person/s should be informed:	Head/ Deputy Head/Head of Pre-Prep Kindergarten Manager
<b>THIS POLICY APPLIES TO THE PREPARATORY SCHOOL INCLUDING EYFS</b>	

### Introduction

This policy outlines the management of behaviour in St Edward's Preparatory School. This policy has been drawn up as a result of staff discussion and has been presented to the School Trustees. The implementation of this policy is the responsibility of all the teaching staff. It will be reviewed annually. The School Trustees quality assure the effectiveness of the policy on an annual basis by auditing the processes including interviews with staff and pupils.

This policy complies with our duties under the Equality Act 2010 in respect of safeguarding, Keeping Children Safe in Education (September 2021) and in respect of pupils with SEND. The documents, Behaviour and Discipline in Schools (September 2015), Statutory Framework for the EYFS (September 2014), Mental Health and Behaviour in Schools (March 2015) and Counselling in Schools: a blueprint for the future (February 2016) were referred to in the development of this policy.

This policy should be read in conjunction with the **School's Safeguarding Policy**, Anti-Bullying Policy, SEND Policy, Well-Being Policy, Exclusion Policy and the School's CPOMS (Child Protection Online Monitoring System) Policy (Management Information System for recording incidents). **Corporal punishments, or the threat of them, are not to be used under any circumstances.** The disciplinary action that will be taken against pupils who are found to have made malicious accusations against School staff is detailed in the School's Safeguarding Policy.

## **Aims**

Excellent behaviour and self-management are very important for the progress of each pupil. At St Edward's Preparatory School, we aim to promote these qualities through a fair and consistent approach, which is clearly communicated to all pupils. We aim to promote self-management by raising pupils' awareness of their own behaviour and the effect it may have on others. We endeavour to create a friendly and well-ordered school where unacceptable behaviour is rare.

The aim of this policy is to assist in the creation of an environment where we enable our pupils to be:

- Happy, Safe and Resilient
- Ambitious and Respectful
- Appreciative of self and others

Equipped with a spiritual foundation and a strong moral code; ready to become positive and life-long contributors to society. In order to strive towards achieving these attributes we abide by the following School rules:

- To appreciate, respect and care for ourselves and each other
- To always try our best
- To always tell the truth and be polite
- To appreciate, respect and care for the environment that we are in.

These are our School rules that the pupils know and agree to. In addition to these School rules there are further detailed rules in the New Parents' Handbook and in the Conditions of Acceptance and Parent Contract.

At St Edward's Preparatory School, our aim is to promote positive behaviour by the use of positive praise, recognition and appropriate rewards. Unacceptable behaviour is dealt with consistently, appropriately and in a way to encourage future pupil self-management of the behaviour shown.

## **Encouraging Positive Behaviour – Rewards**

The most important reward for a pupil is praise. To become an active, motivated learner pupils need to know that their efforts and achievements are recognised and valued. In order to teach pupils the importance of good behaviour, a variety of rewards are used throughout the School. They include the following:

- complimentary remarks
- individual praise and encouragement
- stickers to wear
- stickers on work
- written comments on work
- Star certificates (Pre-Prep. One certificate issued to one child in each class on a weekly basis and presented during assembly)
- Gold leaves (Prep. One leaf issued to one child in each class on a weekly basis and presented during assembly. The leaves are displayed in The Seedling and the children are given the privilege to sit on the raised area for eating during lunch time that week)
- House Points (Prep and Year 2)

- Effort Cards (Prep. These are awarded at the end of each half term for displaying consistent effort across the curriculum and the children awarded these cards are invited by the Headmaster to join him for a film afternoon.)
- Headmaster Award

In addition to the above, individual teachers can operate individual in class reward systems such as:

- Star of the day/week
- table points
- raffle tickets
- marbles for Golden Time
- certificates for different achievements

The issuing of rewards vary in timescale but include immediate, weekly and half termly. Rewards given can be a one off or accumulative leading to a reward of greater significance. We also recognise the efforts and achievements of pupils made out of school and these are celebrated in individual classrooms, The Prep Week and/or assemblies.

### **Sanctions for unacceptable behaviour\***

If a pupil displays unacceptable behaviour the following steps need to be applied:

1. ask the pupil why they feel that intervention has taken place (if the pupil is able to identify the reason then proceed to the next point, if not provide the reason)
2. relate with the pupil to the School rules
3. ask the pupil the effect that their behaviour may or has had on others
4. ask the pupil and discuss the appropriate behaviour that should have taken place or needs to take place in the future

If, following the above, the member of staff feels that the incident needs no further action then the incident is brought to a close. If further action is required the following must be followed within each department.

### **Early Years Foundation Stage (EYFS) and Pre-Prep (see also the separate EYFS Positive Behaviour Guide)**

#### **Kindergarten/ Pre-School**

In the EYFS, positive relationships are key to supporting positive behaviour. Relationships are built on meeting the emotional needs that we all have for attention, acceptance, approval, comfort, security, encouragement, support, respect and affection. Young children can often display unwanted behaviour because they are tired or hungry or require something someone else has had. This may also be seen when they feel they cannot communicate their needs. As children go through a range of new and different experiences, they can test boundaries and sometimes show frustration, resulting in unwanted behaviour. It is important to be a positive role model to the children and to keep calm when dealing with difficult or unwanted behaviour. Modelling positive behaviour starts with play and engagement, and in the Kindergarten and Pre-School departments we adopt a behaviour policy which is age and stage related and a focus on the child's emotions.

### **Positive Communication**

Positive communication is key to our EYFS behaviour policy as it is important to communicate clearly and positively with the children in our care. All children learn to communicate at different stages, and this can often lead to a child becoming frustrated when they are trying to make their needs known and they are not being met. Getting down to a child's level, showing patience and giving them time to respond is essential. Helping children to understand their feelings, how they respond to a situation and knowing that they have a consequence for their actions is a major part of their development. We support this development by talking to the child and helping them to explain how they may be feeling.

### **Praise and Reward**

Most children thrive when they are being praised for the smallest of things and this helps to build their confidence and self-esteem. In the EYFS we place great emphasis on praise and rewards and through age and stage appropriate strategies the children gain a clear understanding of positive and expected behaviour. Through the use of the 'Good and Bad' choices approach, which is implemented from Nursery to Pre-School, the child gain a clear understanding of expected behaviour and the impact of the choices that they make. This visual approach places emphasis on the child to make a good choice which is highly praised and celebrated.

### **Setting limits and boundaries**

Children need to know clear boundaries, so they have a good understanding and are aware of what is expected from them. The boundaries must be realistic and achievable for children, and any rules that are set should be consistent within the classrooms, and have a clear focus on the following:

- good listening
- kind hands
- kind words
- sharing
- taking turns
- showing kindness
- responding positively to instructions
- given and following the boundaries

If a pupil's inappropriate behaviour is persistent and/or severe, and all of the steps above have been followed, the pupil will then be taken to the Head of Pre-Prep, Mrs France and their behaviour will be discussed further.

Parents will be informed of the action taken and the incident will be recorded on CPOMS. In Year 2, if inappropriate behaviour continues to persist then the sanctions applied in the Prep department may be followed.

In extreme circumstances, and only after being considered by the Head of Pre-Prep, Deputy Head and Head, sanctions applied in the Prep department may be applied to a Reception or Year 1 pupil

## Prep Department

In the Prep department a behavioural points system is operated. All of the pupils commence each week with 10 behaviour points. If, after following steps 1-4, it is considered that a further sanction is required for the inappropriate behaviour, then 1 or a number of behaviour points may be removed from the pupil. This is recorded on CPOMS and the child's Class Teacher is notified. If a pupil loses 3 or more behaviour points by the end of the week then they are required to miss all or some of their Golden Time activities and are required to report to the Deputy Head for a period of reflection. Steps 1-4 are discussed and then the further steps of intervention are explained should he/she have to report to the Deputy Head again in the future. Parents are notified, either by the Class Teacher or Deputy Head, if their child has lost 3 or more behaviour points during the week.

If a pupil is required to report to the Deputy Head for a second time, steps 1-4 will be discussed again and then consideration will be given as to why the pupil has been required to report on two separate occasions and the nature of the inappropriate behaviour. Following this, a decision is made as to whether the pupil needs to be placed on to a Form Teacher's Report card. If a pupil is placed on to a Form Teacher's Report Card then the parents are notified on the same day. If grades 3 and 4 (good or excellent respectively) are achieved throughout the first week then the pupil will be taken off of the Form Teacher's Report Card at the end of the week. If grades 2 or below are given then the pupil will remain on the Form Teacher's Report Card for a further week. If after two weeks grades 2 or below are still being given then the pupil will be placed on an Deputy Head's Report Card. Parents will be notified of the transition. If grades 3 and 4 are achieved throughout the first week then the pupil will be taken off the Deputy Head's Report Card at the end of the week. If grades 2 or below are given then the pupil will remain on the Deputy Head's Report Card for a further week. If after two weeks grades 2 or below are still being given then the pupil will be placed on a Headmaster's Report Card and parents will be asked to attend a meeting to discuss the situation further.

If a pupil's inappropriate behaviour is exclusive to break times then a decision may be made to place the pupil on a Break Time Report Card as opposed to a Form Teacher's Report Card. The same procedure as a pupil being on a Form Teacher's Report card is followed but only applies to the break times.

Some children may need to be placed on a Support Card when the staff feel there is a certain area or areas of concern linked to the child's well-being or due to family circumstances that needs specific targeting and support from the staff. Staff use the card to write positive feedback to the child about his/her behaviour during that lesson which can then be discussed with the either the Class teacher and/or the Deputy Head. A record of this support is kept by the Deputy Head.

Specialist 'Feel Good, Think Good' sessions are also offered to certain children by the Head and/or the Deputy Head if staff or parents feel a child needs extra support with their self-esteem, confidence, etc.

In extreme cases, the Deputy Head and/or Headmaster may make the decision to place a pupil on an Deputy Head's Report Card or a Headmaster's Report Card without following the steps detailed above.

To assist with providing a fair and consistent approach to the loss of behaviour points, a level system has been produced to provide examples of inappropriate behaviour and the related actions/sanction (see appendix 1).

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be reasonably regarded as exceptional circumstances. A written record of any physical intervention being used must be taken and must be kept safely. A report of the incident must be given to the parents within 24 hours.

The School does not tolerate bullying of any kind. If it is discovered that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything possible to ensure that all pupils attend this School free from fear (please see Anti-Bullying Policy).

*\* Behavioural expectations and sanctions are age and stage appropriate.*

### **Coaching for improvement in behaviour**

Appropriate behaviour and response to different behaviours are taught throughout the School in various contexts such as in P.S.H.E. lessons (through the PiNK Curriculum), circle times, assemblies and spontaneously if there is a situation that requires it. The School recognises when there are pupils that need to be taught particular strategies to improve their behaviour. To this end the School employs a Support Card system and also offers 'Think Good-Feel Good' sessions if deemed appropriate. Parents are notified if pupils are given this additional support and the sessions are recorded on CPOMS. The School is also rolling out a new 'Girls on Board' initiative linked to girls and their friendship groups. Both the Deputy Head and PSHE Coordinator are 'Champions' of this initiative. This initiative empowers the girls to talk through and 'sort out' their relationship issues between themselves.

### **Pastoral support**

The School recognises that pupils' behaviour can be affected by different situations that arise in their lives and is equipped to provide additional pastoral support, if considered necessary. This additional pastoral support is provided by the Deputy Head and/or the School's Well-Being Nurse and may take the form of sharing and talking about the individual pupil's concerns/issues or carrying out 'Think Good-Feel Good' sessions. This additional support is provided in the Pastoral Suite. Parents are kept updated and the pastoral support given is recorded on CPOMS.

### **Mental Health**

The School has been accredited with the Healthy Living Award from the GHLL (Gloucestershire Healthy Living and Learning) who are part of the GCSE (Gloucestershire Children's Safeguarding Executive). The School is now working towards the GHLL Mental Health Champions Award enabling children to achieve their best and live happy, healthy lives. All staff have carried out Mental Health Basic First Aid training and both The Head and Deputy Head have carried out advanced Mental Health training.

The School also employs an experienced Well-Being Nurse/Mental Health Nurse who is available on a weekly basis to meet with specific children who need further support. The children are recommended to her by either the Deputy Head or via other staff who believe such a child would benefit from her knowledge and support. These children have parental permission for the Well-Being Nurse to assess and support them. The Well-Being Nurse will report her findings to the Deputy Head and recommend any extra support which the School can carry out with the child or further support from outside agencies

### **Record Keeping and Monitoring**

Any inappropriate behaviour in the EYFS or Pre-Prep department will be recorded on CPOMS, if appropriate. If a pupil is required to report to the Kindergarten Manager or Head of Pre-Prep, the incident will be recorded on CPOMS.

Loss of behaviour points, accompanied with a reason for the loss, are recorded on to CPOMs by the member of staff that has taken the point/s away. At the end of each week a report is run to identify the children that have lost behaviour points for that week. Pupils that have lost 3 or more behaviour points are identified and

notified of the time that they are required to meet with the Deputy Head. The Deputy Head monitors the loss of all behaviour points and if there are any consistent patterns or concerns may request to see the pupil/s to provide support to self-manage their behaviour. The weekly reports are stored on CPOMS and provide an ongoing comprehensive record of the loss of behaviour points. If no behaviour points are lost by any pupils, in a given week, the weekly report is still generated and stored as a nil return.

Any meetings held between the Deputy Head or Headmaster with a pupil/s are recorded on CPOMS.

If a pupil is placed on a report card then this is recorded on CPOMS accompanied with the conversation held with the parent. The record keeping on the report cards is as follows:

- Form Teacher's Report Card – the pupil has their card marked and signed by the teacher after each lesson. At the end of each day the pupil's Form Teacher and parents must also sign the card.
- Deputy Head's Report Card – the pupil has their card marked and signed by the teacher after each lesson. At the end of each day the pupil's Form Teacher, Deputy Head and parents must also sign the card.
- Headmaster's Report Card – the pupil has their card marked and signed by the teacher after each lesson. At the end of each day the pupil's Form Teacher must sign the card and then the pupil needs to report to the Headmaster. The card is then taken home to be signed.
- Break Time Report Card – the pupil has their card marked and signed by the teacher on duty at the end of each break time and is then signed at the end of the day by the pupil's Form Teacher. The card is then taken home to be signed.

If a pupil is placed on a Support Card and/or receives 'Think Good-Feel Good' sessions then this is recorded on CPOMS accompanied with the conversation/s held with the parent. The record keeping on the Support Card is as follows:

- Support Card – if appropriate, comments are written each day about the progress the pupil has made with regards to the area that support is required and signed by the individual teachers. At the end of each day the pupil's Form Teacher, Deputy Head and parents must also sign the card.

If a pupil receives additional pastoral support the information is recorded on CPOMS.

The Leadership Management Team (LMT) are alerted to all behavioural and pastoral incidents/concerns recorded on CPOMS and there is an opportunity to discuss the information further at the weekly LMT meetings and briefings with all staff if deemed necessary. All historical information on CPOMS can be viewed by the LMT.

CPOMS is also used as a record to support pupils' transition between year groups within our School and the transition to Senior schools.

## **The Role of Parents**

The School expects pupils' behaviour out of school to be an extension of expectations in school. We work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. There are detailed rules in the New Parents' Handbook and in the Conditions of Acceptance and Parent Contract and we expect parents to read these and support them. We try to build a supportive dialogue between the parents and the School, and inform parents if we have concerns about their child's behaviour. If the School has to use reasonable sanctions for a pupil's inappropriate behaviour, parents should support the actions of the School. If parents have any concern about the way that their child has been treated, they

should initially contact the class teacher. If the concern remains, they should contact the Deputy Head. If these discussions cannot resolve the problem, then they should contact the Headmaster and then the Clerk to the Board of Trustees.

### **The Role of other Agencies**

If requested or if we feel that a situation would benefit from further support than the School provides, with regards to behaviour management or pastoral concerns, we can provide the details of a recommended Child Psychologist or specific support agencies/organisations such as Winston's Wish for bereavement.

### **Staff development and support**

Staff development and support takes place primarily through INSET sessions. Action research and case studies on behaviour management are disseminated along with updates on behaviour management produced by the Department for Education.

## Appendix 1

This level system has been produced to provide examples of inappropriate behaviour and the related actions/sanction to ensure consistency with behaviour management.

Level	Behaviour Examples	Actions/Sanctions
1 Low level	<ul style="list-style-type: none"> <li>• Inappropriate interruptions</li> <li>• Distracting others</li> <li>• Disruptive noises</li> <li>• Disruptive fidgeting</li> <li>• Disruptive talking/chatting</li> <li>• Poor effort</li> <li>• Unkind remarks</li> <li>• Bad manners</li> <li>• Running inside the building</li> </ul>	Steps 1-4 need to be followed
2 Moderate level	<ul style="list-style-type: none"> <li>• Persistent level 1 behaviour</li> <li>• Serious misuse of school equipment</li> <li>• Being dishonest</li> </ul>	Steps 1-4 need to be followed Name removed from the sun (Pre-Prep) 1 behaviour point deducted (Prep)
3 Serious	<ul style="list-style-type: none"> <li>• Persistent level 1 and/or 2 behaviour</li> <li>• Deliberately hurting another pupil either physically or emotionally</li> <li>• Inciting other children to misbehave</li> <li>• Using inappropriate language</li> <li>• Vandalism</li> <li>• Defiance of instructions</li> <li>• Lack of respect to others</li> </ul>	Steps 1-4 need to be followed Name removed from the sun (Pre-Prep) 2/3 behaviour points deducted (Prep, recorded on CPOMs)
4 Severe	<ul style="list-style-type: none"> <li>• Persistent level 2 and/or 3 behaviour</li> <li>• Verbal aggression to an adult/child</li> <li>• Physical aggression to an adult/child</li> <li>• Exclusion of a child based on a selected criteria</li> <li>• Serious injury to someone else with intent</li> <li>• Bullying</li> </ul>	Steps 1-4 need to be followed Name removed from the sun Kindergarten pupils to report to Kindergarten Manager and Deputy Head Pre-Prep pupils to report to Head of Pre-Prep and Deputy Head 3 or more behaviour points deducted Report to Deputy Head Report Card (Prep) Recorded on CPOMs, Parents and The Head told <i>For bullying refer to the Anti-Bullying Policy.</i>