

# Bedales Pre-prep Behaviour Management Policy

## INCLUDING EYFS

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Inspector Folder		✓
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Internal only		
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# Behaviour Management Policy

## Aims

### Work of Each for Weal of All

The School motto underpins everything we do. All actions have consequences and we strive to encourage each child to be a positive influence within the school community. Our values and expectations reflect this and underpin the behavioural choices that we want all Pre-prep children to make.

At Bedales Pre-prep we are committed to establishing a happy, safe, caring, learning environment that promotes positive behaviour and relationships, where children are encouraged to have respect for themselves, each other, adults and the environment. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, the environment and consider the welfare and well-being of others. We encourage and promote good manners through our Pre-prep Values.

Bedales Pre-prep children are encouraged to learn from mistakes and develop a growth mindset. Our Pre-prep Values guide our thinking and behaviour.

Compassion

Creativity

Community

Courage

Curiosity

We believe that appropriate behaviour is best learned through explicit teaching and the modelling of positive and respectful social interactions.

We expect Bedales Pre-prep children to:

Be kind and treat others as you would wish to be treated

Be gentle and show empathy to others

Be hardworking and help and support each other

Be aware of their actions and how they affect others

Be honest, fair and forgiving

Be respectful to others and the environment

This policy is based on mutual respect and places education and understanding at its heart. The policy should be read in conjunction with the Bedales Pre-prep Welfare Policy and Anti-Bullying Policy.

At the start of each lesson we expect children to:

**Be ready to learn**

**Be respectful of each other and the learning environment**

**Be safe and allow others to learn**

We aim to deal with poor choices in behaviour fairly. Restorative meetings are essential, either at the time or later that same day when the child has calmed down and is able to discuss the situation. The child must feel he or she has a chance to put their side across without prejudice. Often more can be achieved with encouragement and positive reinforcement.

Behaviour Definitions:

EXPECTED BEHAVIOUR	INAPPROPRIATE BEHAVIOUR	UNEXPECTED BEHAVIOUR
<p>Is defined as being respectful, responsible and supportive of the rights of ourselves and others and conducive to learning. We promote positive behaviours by helping children make a positive contribution to school and to their own learning.</p>	<p>Is defined as behaviour that is not appropriate or conducive to learning and can be seen as disruptive. We address inappropriate behaviour by modelling expected behaviours and explicitly teaching social and emotional skills.</p>	<p>Is defined as acting in a manner that threatens the safety or wellbeing of others. We address unexpected behaviour by teaching strategies that promote positive behaviours and address any 'harm' caused through a restorative practice approach.</p>

**Practice and Guidelines:**

- The Bedales Pre-prep environment supports our sense of security and ensures the child feels safe.
- We organise the physical environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive, fair and consistent approach towards managing children’s behaviour.
- We establish clear expectations and boundaries for behaviour, appropriate to the children’s level of understanding.
- We model appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We are committed to praising and encouraging positive behaviour through circle time, our PSHE curriculum, assemblies, Golden Rules and Golden Time.
- We explicitly teach children social skills required to form positive relationships and interactions.
- We record all significant incidents relating to behaviour using the school’s electronic system (CPOMS and iSAMS).
- We deal with inappropriate behaviour at the earliest opportunity through discussions and social stories, modelling and demonstrating the appropriate and expected behaviours.
- We provide opportunities for children to take on responsibilities and therefore model expected behaviours.

<b>RESPONSES TO BEHAVIOUR</b>	
<p><b>Promoting Positive and Expected behaviour</b>            Positive, expected behaviour is recognised in a variety of ways and may vary from class to class. At Bedales Pre-prep we have a number of whole school strategies that supports individual, class and whole school positive behaviours.</p>	
<p><b>Whole School</b>            At a whole school level, this includes:            Consistent modelling of our Values  <i>Caught in the Act:</i> Specifically praising children’s positive actions or behaviours.            We consult with the children to draw up rules for behaviour within Bedales Pre-prep Golden Rules (based on our Bedales Pre-prep values) run throughout the school. A list of these rules is displayed in each classroom and are regularly referred to by            We teach PSHE which covers expected behaviours.            In all areas of learning and experiences, we discuss with children what the expected behaviours are.            Emotional intelligence is part of our curriculum</p>	<p><b>Classroom</b>            At a classroom level positive behaviour may be recognised in a variety of ways including:            Establish a warm a welcoming environment.            Verbal / non-verbal praise            Class rewards            Special class or play activities            ‘Golden Time’ is timetabled from Year 1 to Year 3. Golden Time is not used in the Early Years.            We focus on activities and routines to encourage:            Sharing; Negotiation; Co-operation;            Friendship; Kindness            We encourage positive behaviour through play and learning activities e.g: circle time / stories/ role-play / puppets.</p>

<p>and we encourage the children to express openly their feelings / likes and dislikes through circle times, class discussion and assemblies. Celebration Assemblies are an opportunity for children to share their learning and lead an assembly.</p> <p>Newsletters focusing on a Value and highlighting our well-being programme.</p> <p>We shake hands at the end of the school day bringing to an end any issues that may have occurred during the day.</p>	<p>We model and teach appropriate behaviours in different contexts e.g. snack time, lunchtime, assemblies, performances, circle times.</p>	
<p><b>Dunannie Expectations:</b></p>		
<p><b>Playground</b> We have the right to a safe and happy space in which to enjoy playtimes.</p>	<p><b>Classroom</b> We all have the right to be able to learn in a welcoming learning space, be treated with respect and learn in peace.</p>	<p><b>Dining</b> We all have the right to a clean, comfortable space to eat nutritious food with friends.</p>
<p>Children should play safely on the fort and other equipment.</p> <p>Children must share the equipment, include others and take turns.</p> <p>Children must not run with sticks, throw sticks or use a stick in a dangerous way.</p> <p>Children must not climb trees.</p> <p>When the bell rings children must line up ready to come into school quietly.</p>	<p>Children will arrive quietly in class and be ready to learn.</p> <p>Children will listen carefully to instructions, the teacher and each other.</p> <p>Children will be responsible and respectful learners and will allow others to learn without distraction.</p> <p>Children will tidy up their learning space and take care of the equipment.</p>	<p>Children will wait and line up patiently in a queue for their food.</p> <p>Children will be encouraged to choose a healthy mix of food and only take as much as they can eat. They can go back for more.</p> <p>Children will show good table manners.</p> <p>Children will carry their trays back to the trolley.</p>
<p><b>Response to inappropriate behaviour:</b> Consequences for inappropriate behaviour will be dealt with on an individual basis. <u>We always describe the behaviour not the person</u> and make a request for what we want them to do instead. We demonstrate that the child is still valued even if his/her behaviour is inappropriate.</p>		

## RESPONSE TO INAPPROPRIATE BEHAVIOUR

0 PROXIMITY PRAISE – praise children who are doing the right thing, making good choices whilst not drawing attention to those making poor choices. Use intrinsic and extrinsic rewards to acknowledge children who are modelling expected **behaviours**.

1 EXPECTATIONS REMINDER – Remind the children, who are making poor choices, of the expected behaviour. Explain to the children what the expected behaviour is and give them an opportunity to try again. This should be delivered privately. Provide strategies to children in order to help them return to modelling the expected behaviour.

2 LAST CHANCE – A clear verbal warning is given if the child continues to make poor choice of behaviour. The child should be given two options to choose from and allowed to select from these expected behaviours so they have a feeling of ownership over their own behaviour.

3 TIME OUT – The child is asked to move to a safe and quiet space or if outdoors stand with the teacher on duty, until they have calmed down and are able to discuss their behaviour in an appropriate manner. When they are ready to positive change and calm they can rejoin the class or activity.

4 CONSEQUENCE – If the poor choices of behaviour continue after the above has taken place, a member of staff should remove the child from the situation and may call the Head if appropriate. Parents will need to be informed at this point and the child may be sent home depending on what has occurred.

5 RESTORATIVE – After the consequence has been given, the child must have an opportunity to reflect and discuss their behaviour with the teacher involved and maybe the parent (social stories can be used here). If a child has harmed someone then please follow the restorative approach (see separate sheet). Every child should be given a fresh start after this step.

### **Response to unexpected behaviours**

All cases of unexpected behaviour will be dealt with on an individual basis. Procedures do not necessarily follow in a linear pattern but are taken on a case by case basis, age appropriate and negotiated with the leadership team. Ongoing communication between all parties involved is expected and supported.

### **The adults role in addressing unexpected behaviours**

Approach the incident calmly, speak clearly to gain control of the situation.  
Recognise and acknowledge the children's feelings and gather information.  
Restate the problem according to what the children say.  
Follow up and ensure the child acknowledges the harm they have caused to others.  
Inform parents and Head of any incident.  
Record all significant incidents relating to behaviour using the school's electronic system (CPOMS or iSAMS).  
If they are on the LS register please inform Head of LS and establish any further support needed.  
Always remember to be consistent, fair and describe the behaviour and not the child. Make sure a fresh start follows a resolution.  
Use of zones of regulation programme may be an appropriate tool to support children who find self-regulation a challenge.

### **Restorative Approach**

All cases of unexpected behaviour will be dealt with on an individual basis. Procedures do not necessarily follow in a linear pattern but are taken on a case by case basis, age appropriate and negotiated with the leadership team. Ongoing communication between all parties involved is expected and supported.

### **The Adults role in Restorative Meeting**

Recognise and acknowledge the children's feelings and gather information.  
Ask the following question:  
What happened? Tell the story  
Who do you think has been affected? (Explore the harm)  
What do you need to do to make things right? (Repair the harm)  
How do we make sure this doesn't happen again? (Move forward – support strategies given)  
Make sure a fresh start follows a resolution.

REALISTIC	CONSISTENT	SUPPORTIVE
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## Staff Training

- Ensure all staff have read the Behaviour Policy
- Staff have training in Circle Time/Solutions procedures and appropriate activities.
- Staff can access Behaviour Management courses through the local EYDCP.
- The school has resources, books, videos etc. for the promotion of positive behaviour.
- New members of staff will be made aware of the schools policy for Behaviour Management. A copy of the policy is located on the school intranet.



Annex I: Behaviour Expectations

# Bedales Pre-prep Classroom Plan

Are you ready?  
Are you safe?

I will try to make a good choice.

Last Chance!

I understand I may be asked to take time out.

Reflect  
Restore  
Repair

I understand there will be a consequence