



**THE ORATORY**  
PREPARATORY SCHOOL

# **Early Years Foundation Stage and KS1 Behaviour Management Policy**

**September 2021**

# Making a Positive Contribution

## **A UNIQUE CHILD**

### **Keeping Safe**

### **Health and Well-being**

(Supports EYFS respecting each other and Positive interactions)

## **Rationale**

In The Oratory Pre-Prep we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

## **Aims**

To maintain a whole school behaviour policy supported and followed by the whole school community, parents, teachers and children, based on a sense of community and shared values.

By applying positive policies:

- To create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the Early Years Foundation Stage, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To encourage good behaviour, rather than to simply punish bad behaviour, by providing a range of rewards for the children.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To encourage collaborative and cooperative behaviour between and across year groups.

## 1. Code of Conduct

All staff members are responsible for managing children's behaviour in an appropriate way.

- Staff must not give corporal punishment to a child. All reasonable steps are taken to ensure that corporal punishment is not given by any person who is in regular contact with a child.
- Where physical intervention was used for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary, it will not be taken as having used corporal punishment.
- Where physical intervention is used, a record will be kept and parents will be informed on the same day or as soon as reasonably practicable.
- All members of staff must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.
- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment and the school environment.
- Litter should be put in the bins provided.
- Children are asked to be well-behaved, well-mannered and attentive.
- Children must walk (not run) and be reasonably quiet when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation.
- Children should be polite, kind and helpful at all times.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Correct school uniform should be worn. Jewellery, other than for religious reasons, should not be worn. Hair attire should be simple and in the school colours.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the School to function efficiently as a place of learning. A more detailed Code of Conduct can be found in the Safeguarding and Child Protection Policy for the whole school.

## 2. Code of Conduct for Pupils

- **Be committed**
- **Be reflective**
- **Be open-minded**
- **Be principled**
- **Be balanced**
- **Be considerate**

The two school rules are reinforced during assemblies and circle times -

- To be kind, courteous and considerate
- Always try your best

These are underpinned by the Catholic Values

- Resilient
- Open Minded
- Courage
- Honest
- Participate
- Compassion
- Responsible
- Grateful

## 3. Biting

Some children bite due to teething, exploring their environment using their senses, for quick attention or out of frustration because they don't have the vocabulary to express themselves.

The teacher/key worker will work with you and the child to discover why your child is biting. The incident may be isolated but we will monitor the behaviour using our '**Behaviour Incident Form**'. If the form identifies a possible trigger for the biting incident we will make changes to reduce or remove the cause. For example, increased supervision of a child that is biting, so that support can be given in helping them to find alternative ways to express themselves.

We may encourage your child to take part in activities which help release frustration such as play dough or other physical activities.

### **3.1 What can you do about biting?**

- We appreciate that if your child has been bitten or has bitten someone, this can be distressing but please speak to staff about any concerns you may have in a calm manner.
- Please remember that staff cannot give you any information about any other children in the Nursery, Kindergarten or Reception, and will not disclose who has bitten your child or who your child has bitten.
- The key to putting a stop to any challenging behaviour is a partnership approach. Work with the EYFS staff and support any behaviour management techniques and use them at home as well as at school.
- If a child's recurring behaviour is having a negative impact on your children's experience at school, we will work closely with all involved to reduce and eliminate these issues.
- If all procedures are exhausted then we may have no choice but to re-evaluate if the school is able to meet this child's needs.

### **3.2 What happens if my child has been bitten?**

- Your child will be comforted and reassured
- The bite wound will then be washed with warm soapy water and cleaned with an antiseptic wipe.
- If the wound is bleeding, it will be allowed to bleed and not covered to reduce the risk of further infection.
- If the bite has broken or bruised the skin, you will then be contacted by telephone so that you are aware that your child has been bitten.
- If the bite has broken the child's skin, under the Health Protection Agency guidelines you will need to seek medical attention. This could be through your GP or an Accident and Emergency department.
- When you collect your child there will be an incident form completed with all the information about the biting incident and any treatment given.

## **4. Incentive Scheme**

A major aim of this policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

The Head of Junior Prep's special awards for exceptional work, progress or behaviour may be awarded.

Acts of kindness are acknowledged in Assembly with particular emphasis on those made without thought for reward/acknowledgement.

Incentive stickers are available for everyone. In addition, each key worker/class teacher gives verbal or written praise as often as possible. Year 1 and Year 2 classes use the **Class Dojo** programme to instil a positive mind-set and promote good self-esteem.

Recognition from the children during circle time of personal kindness and qualities such as caring, respect and helpfulness.

Opportunities are created for the children to take on responsibilities e.g. drink and snack time, tidying and replacing items after use, helping other children, caring for belongings and personal items, taking messages etc.

Children are encouraged to display their achievements in assembly, in concerts and through class and school display areas around the School.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Positive behaviour and attitudes may be entered onto the ISAMS system (using Value Points and Academic Points). This helps to provide an accurate record and picture of the pupils.

## **5. Sanctions**

Circle Time is used to reinforce good behaviour or any issues arising. Sadly, there will be times when children will be badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the key worker/class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

## **Staff Role and Responsibility**

At the Oratory Prep School ALL children have a voice. We encourage children to report poor behaviour to an adult in order to restore friendships and help both the perpetrator and victim/s of each incident when it occurs.

Regardless of the level of behaviour, every incident **must** be investigated by a member of staff. This may be immediate or after the incident has occurred.

Serious misconduct such as bullying or behaviour, which is dangerous, or can affect the well-being of others, should always be reported to the Head of Junior Prep as soon as possible. (See Anti-Bullying Policy).

### **Procedures:**

- Listen to the pupil/s or victim who reports the incident to you carefully
- If the pupil or victim is physically hurt, establish whether medical help is required

- If an incident has occurred which is not physical, such as damaging property, validate the alleged damage before investigating further. This includes any personal items of school uniform which may have been damaged by another pupil.
- Approach the perpetrator/s and ask their version of events
- Establish next steps
- Complete a Behaviour Incident Form for all incidents which are judged to be medium to high level. Ensure all information is included such as follow up actions
- Inform parents as soon as reasonably possible

*Low level sanctions include:*

- a verbal reprimand and reminder of expected behaviour;
- moving to sit somewhere else in the classroom;
- other age appropriate sanctions;

*Medium level sanctions include:*

- *Pupil is taken to the Head of Junior Prep with an explanation of the poor or inappropriate behaviour demonstrated.*
- *The pupil is supervised in their own classroom or in the Head of Junior Prep's office*
- *If appropriate, the pupil will lose part of a break time (for an age appropriate amount of time) by standing close to a duty member of staff.*
- *Either the key worker/class teacher or Head of Junior Prep will explain to the child what he/she has done wrong and remind them of expected behaviour.*

*High level sanctions include:*

- If the sanctions above still do not have the desired effect, the child should be taken to see the Headmaster at a suitable time.
- The incident will be recorded and parents will be informed on the day in writing if possible and a meeting to discuss the matter will be held as soon as practicable.
- Prolonged misbehaviour, which does not improve after various degrees of in-house sanctions have been applied, could possibly lead to suspension or exclusion.

## **6. Playtime**

We aim to provide an environment in which all children have the opportunity to enjoy playtime without any restrictions imposed by the behaviour of other children. Games equipment, hoops, scooters, bicycles and soft balls are available in the playground to play with.

In order to encourage all children to behave appropriately in the playground, the following system of rewards and sanctions has been agreed by the staff:

### **Rewards**

A class or individual child who has behaved well on a particular day may be awarded stickers, take home notes or certificates.

### **Sanctions in the playground**

1. A verbal warning from a member of staff.
2. Time out close to a member of the duty staff.
3. If, following a warning and time out, the child continues to misbehave, he/she will be kept in at lunchtime on the following day for an age appropriate amount of time. Parents will be informed and the information recorded on a 'Behaviour Incident Form' which is kept on file by the Head of Junior Prep.

Parents can help:

- By recognising that an effective Early Years and KS1 behaviour policy requires close partnership between parents, key workers, teachers and children
- By discussing the School Rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending parents evenings, parents functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

### **7. Care and Control of Children**

At all times, staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child. If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class

## 8. Safeguarding – My Concern

This is to be used to record any acts of bad behaviour which result in personal injury, loss, theft or damage to property or any other matter of a serious nature. (e.g. bullying)

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest.

## 9. Classroom Rules

Everyday discipline is carried out by individual key workers/class teachers and is part of their classroom management. To help children behave with decency towards others, the children should help to plan their own classroom rules which describe the system or code of good conduct towards each other. These can take the form of photographed prompts, e.g. children washing their hands.

## 10. The needs that children show through behaviour

***“it is impossible to understand a person correctly unless one recognises the purpose of their behaviour....” Dreikurs, 1982.***

According to Dreikurs, there are four main needs that children show through behaviour. It can help to consider the child's feelings which lie behind the behaviour. These feelings are often reflected in the feelings which we have as adults when we are with the children.

### 1. The Need for attention

<b>Child feels</b>	Afraid of being abandoned.
<b>Adult feels</b>	Frustrated, worn out, irritated by constant interruption, resentful of time spent.
<b>Basic Strategies</b>	<ul style="list-style-type: none"><li>● increase the amount of praise for appropriate behaviour;</li><li>● use distraction, the look and praise;</li><li>● try to give time (one to one) with the target child.</li></ul>

## 2. The need for power

<b>Child feels</b>	Insignificant
<b>Adult feels</b>	Powerless, challenged as an adult, angry, locked into a battle of wills.
<b>Basic Strategies</b>	<ul style="list-style-type: none"><li>• think through possible triggers and plan how you would react;</li><li>• avoid confrontation (positive rule reminders);</li><li>• respond to initial problem behaviour.</li><li>• Try not to get caught up in secondary behaviour;</li><li>• give choices – positive and negative;</li><li>• provide opportunities for the child to have age appropriate responsibilities.</li></ul>

## 3. The need for revenge

<b>Child feels</b>	Hurt and vengeful
<b>Adult feels</b>	Angry, shocked, hurt, disappointed by apparent lack of remorse
<b>Basic Strategies</b>	<ul style="list-style-type: none"><li>• Look for triggers for the behaviour</li><li>• Try to mask your feelings of hurt</li><li>• Do not be tempted to hurt back</li><li>• Help the child to feel listened to</li><li>• Give praise and encouragement when the child has been helpful and supportive</li></ul>

## 4. The need to display inadequacy

<b>Child feels</b>	Discouraged.
<b>Adult feels</b>	Irritated by constant whining, inadequate to help, resentful of time spent
<b>Basic Strategies</b>	<ul style="list-style-type: none"><li>• Relax pressure</li><li>• Agree nonverbal signs, e.g thumbs ups etc</li><li>• Praise and acknowledge effort</li><li>• Give lots of attention when the child is behaving inappropriately</li><li>• Set small targets and record their successes visually</li></ul>

## **11. Summary**

The Oratory Preparatory School believes very strongly in maintaining the highest standards in every aspect of school life, and a great store is placed in the traditional values of discipline and good manners. Pupils are given clear instructions in these matters, they know where they stand, and we do not compromise our demands in this area. Having said this, however, we are also very conscious that we are dealing with young children who need sympathetic handling in disciplinary matters and who will occasionally break the rules despite themselves. Moreover, we also recognise the need to be flexible in our disciplinary procedure and that an approach that works for one pupil may well not work for another.