

Positive Behaviour Policy



Little Lambs
NURSERY



SUTTON VALENCE PREPARATORY SCHOOL

This Policy applies to Sutton Valence School (including, as the context requires, the Little Lambs Nursery*, the Pre-Preparatory School, and the Preparatory School).

Responsibility for behaviour management in the Prep department lies with the Deputy Head, James Watkins. Within the Pre-Prep and EYFS departments, responsibility lies with the Head of Pre-Prep, **Carly Froggatt**.

*See also, the Little Lambs Nursery Positive Behaviour Policy

Introduction

At SVPS and Little Lambs Nursery we recognise that all members of the School community have rights, but with these come responsibilities:

- It is the School's aim to ensure that all children share a common educational experience within the bounds of acceptable behaviour;
- We will create an ethos based on tolerance and mutual respect and which is conducive to the learning and social development of all children;
- The purpose of the policy is to state clearly what our expectations are, and how we will deal with inappropriate behaviour at school;
- Our system of sanctions is designed to aid the children in their self-development and to help them to reflect on their behaviour and to make the right choices. To that end, corporal punishment must never be threatened or administered nor any punishment that could adversely affect a child's well-being.

The policy will be continuously evaluated, to see if we are meeting the high standards that we set ourselves.

The Sutton Valence Way

At SVPS, we expect the children to be **Ready, Respectful** and **Safe**. These three principles underpin much of the communication about behaviour in school and are reinforced through assemblies, PSHE and circle time, as well as in day-to-day interactions with the children.

- Children should be ready to learn, ready to help and ready to listen.
- They should be respectful in their interactions with their peers, with adults and respectful of property.
- They have a right to be safe and should strive to behave in a way that ensures that they and others remain safe.

The Super Hoot Learning Powers are brought into focus, two per half term, throughout the School year. They are used as a framework for attitudes of effective learning, which, inevitable, have a requirement on behaviour.

The Learning Powers are:

- Independence & Initiative
- Empathy & Reflection
- Tenacity & Bravery

- Flexibility & Collaboration
- Curiosity & Originality

Further guidance with regard to behaviour is given by our “Golden Rules”, which, along with the Sutton Valence Way, are on display in classrooms and are printed in the children’s’ homework diaries.

The Golden Rules

- Do be gentle. Do not hurt anybody.
- Do be kind and helpful. Do not hurt anybody’s feelings.
- Do work hard. Do not waste your or other people’s time.
- Do look after property. Do not waste or damage things.
- So look after people. Do not interrupt.
- Do be honest. Do not cover up the truth.

We do our best to make sure that this happens by:

- never intentionally hurting each other;
- listening to each other and assisting one another when possible;
- being honest;
- not running or pushing through doors;
- speaking to each other in a calm and polite way;
- looking after our own and others property;
- keeping our classrooms peaceful places to learn and work.

We never accept:

- bullying;
- racism;
- sexism;
- violence.

The School adopts a zero tolerance approach to peer on peer abuse of any kind.

Attendance

We expect children to:

- attend school every day;
- arrive on time with the appropriate equipment.

We ask parents to ensure that:

- children are collected punctually at the end of school by an appropriate and responsible adult;
- absences or reasons for lateness are reported to the School Office.

Parents can expect that:

- the School will keep a daily attendance record and will inform parents if the pattern of attendance of their child is causing concern;

- children arriving late will be monitored and parents informed if there is a concern;
- absences without authorisation will be checked with parents, and if no good reason is given will be recorded as unauthorised;
- persistent absences resulting in an unacceptable level of attendance will be discussed with parents and the School's Designated Safeguarding Lead.

Behaviour in lessons

We expect children to:

- arrive promptly at the start of lessons;
- work sensibly in lessons to the best of their ability;
- not prevent other children from learning, or the teacher from teaching;
- complete homework on time and to the best of their ability.

Parents can expect:

- regular communication where issues of performance, well-being and behaviour in the classroom will be discussed;
- a termly report on their child which has a section to inform parents about personal qualities, attitudes to work and behaviour, etc.;
- communication from school if their child's behaviour is causing concern and it would be helpful to share these concerns with parents;
- children's work, including homework, to be marked regularly;
- children to be praised for good work and effort;
- that if a child continues to be disruptive they will be dealt with according to the school's hierarchy of behaviour management [see Appendix 1].

Behaviour in the playground

We expect:

- all children to be able to play peacefully and safely;
- all children to be able to follow the guidelines in the basic behaviour parameters set out above.

Parents can expect:

- playgrounds to be supervised by an appropriate adult at break times and lunchtime;
- communication from School if their child is finding it difficult to play safely or is disrupting other children's play;
- that if a child causes persistent problems they will be dealt with according to the School's hierarchy of behaviour management.

Behaviour at lunchtime

We expect all children:

- to follow the guidelines in the basic behaviour parameters;
- to follow the routines in the dining room safely, peacefully and quietly;
- to have good table manners and show courtesy to others on their table.

Parents can expect:

- lunchtimes to be supervised by an appropriate number of staff;
- sanctions and reward systems to be operated consistently by staff supervising lunch;
- supervisory staff to discuss individual children's behaviour with their class teacher and/or the Head of Pre-Prep/Deputy Head if necessary;
- if their child causes persistent problems they will be dealt with according to the School's hierarchy of behaviour management [see Appendix 1]

Violence and bullying

We expect that:

- there will be no physical violence between any members of the School community;
- verbal bullying and cyber bullying will be treated as seriously as physical violence;
- persistent teasing will be treated seriously;
- no discriminatory language will be used;
- nobody at School will by their actions distress other members of the School community;
- children will be able to move about the School and its grounds safely;
- they will be able to move to and from School safely;

Parents can expect that:

- they will be informed if their child is a victim of violence or bullying;
- they will be informed if their child is being violent or is victimising others;
- there will be a full investigation of any serious incident, and all those involved will be informed of the outcome;
- the School staff will be a listening staff, and a child's allegation of any kind related to violence and/or bullying will be treated as a serious incident until proved otherwise;
- a meeting will be arranged as necessary to discuss any parental concerns, so that they too can be listened to seriously and professionally;
- all incidents of violence and/or bullying [see also the Anti-Bullying Policy] will be dealt with according to the hierarchy of behaviour management [see Appendix 1].

Monitoring and evaluation

- The policy will be evaluated every two years;
- The policy will be monitored termly to determine whether there are any areas of concern which might necessitate changes in the way we approach a particular aspect of behaviour management;
- Similarly, if the number of behaviour incidents at Level 3 [see Appendix 1] causes concern, changes will have to be considered both to the policy and to the strategies detailed in the hierarchy of behaviour management.

Conclusion

We believe that one of the chief strengths of SVPS and Little Lambs Nursery is the cheerful, positive, supportive learning environment where each child is valued as an individual and whose happiness is of utmost importance. We believe that our consistent commitment to positive behaviour management plays an integral part in this.

Authors: J B Watkins (DH) and C Froggatt (Head of PP)

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Please see Appendix below

Appendix One

Hierarchy of Behaviour Management

Children must be made aware that they will be rewarded for good work and good behaviour in a consistent manner appropriate to their development needs. Rewards will vary depending upon the individual class teacher and may include House Points, Credits, Head's Awards, stickers, certificates, whole-school awards and Golden Time (when they can choose their own activities); but all will be within the 'Golden Rules' to encourage the children to work and behave well as a class or set.

Children will also be made aware that sanctions will operate if behaviour is inappropriate. If a child progresses a long way up the hierarchy of behaviour management, or begins at a high level, then special educational needs procedures may be considered, because such behaviour may fall into the SEN category of emotional and behavioural difficulty (EBD).

Level 1

At this low level one person, for example, Little Lambs Nursery key worker, the class teacher, teaching assistant or gap student is dealing with an incident that has happened in isolation, or with a minor concern expressed by a parent.

- They will talk to the child alone and make them aware of why their behaviour is inappropriate and what the appropriate behaviour is. If it involves another child or a group of children, their actions will be discussed with them, too. If the nature of the misdemeanour is such that this is appropriate, the Designated Safeguarding Lead will be informed.
- The most appropriate sanction at this level is to make it clear to the child that the teacher (or other appropriate adult) disapproves, and to explain why. If there has been an isolated but serious incident, then some of the sanctions at Level 2 will be appropriate.
- Many areas within Level 1 will involve general behaviour issues, such as talking at inappropriate times, lack of politeness, saying something hurtful to friends, minor relationship problems etc. How to behave in such circumstances can be emphasised during circle time, and during class and whole-school assemblies.
- It is important to monitor individual children to determine whether certain incidents occur more than once, and whether they are resolved easily or begin to escalate. These should be recorded on isams under SVPS behaviour log and discussed during staff briefings.
- In the Prep Department, children who receive three or more low-level behaviour concerns via isams may, at their Form Teacher's discretion, miss break times and/or complete a reflection time with a member of the Senior Management Team. Parents will be informed of this action, as well as the reasons for it.

Level 2

At this level the teacher or Nursery key worker is concerned that a child's attitude and behaviour is not responding to any of the approaches taken at Level 1, and that there is persistent

inappropriate behaviour reported by other staff or through the weekly staff briefings. The teacher or Nursery key worker will have informed the parents that there is a concern and have explained how the child's behaviour is being monitored.

- The child will typically not have responded to any action taken at Level 1 and their behaviour will have come to the attention of one or more adults through the briefing minutes or the isams behaviour log.
- The form teachers or Nursery Key worker should now be keeping a log of every instance of inappropriate behaviour. In addition, more serious incidents should be recorded as an upper level concern in the isams behaviour log; the date and time, the action taken, who else was involved and whether the action taken was effective.
- Parents of children in Years 3-6 who have missed three breaktimes because of behaviour during a term will be asked to attend a meeting with their child's form teacher and, where appropriate, the Deputy Head. The aim of this meeting will be to discuss the ways in which the child can be supported in his/her behaviour choices.
- Sanctions that should be used include talking to the child as at Level 1, other teachers talking to the child, time out of the classroom, letters of apology, reports to the Deputy Head, completing work during breaks and lunchtime, completing a 'reflection sheet' during lunchtime. Being given a report card may also be deemed to be appropriate at this point. Pre-Prep children may be placed on the 'dark cloud' for a short period, which will result in them losing some of their Golden Time.
- Children who display persistently poor behaviour over a significant period of time will be screened by the Head of Learning Support. This will take place following discussion with the form teacher and the Academic Deputy Head and with the permission of the child's parents. This will provide an opportunity to rule out any potential causes for example, hearing problems. Following this 'in-house' screening a learning support plan or targets may be put into place.
- Incidents at Level 2 will begin to involve the Head of Pre-Prep or Deputy Head, although it will still be the form teacher or Nursery key worker in the main who takes the necessary actions and holds discussions with parents.
- During the discussions with parents, all the School's relevant strategies will be outlined, while the parents will be asked about behaviour at home and any reasons what they can think of for the child's inappropriate behaviour. At this stage it may be appropriate to offer parents the contact details for the school counsellor.

Level 3

- All the support and sanctions at Levels 1 and 2 will have been used and full discussions will have taken place with the child's parents by the Form Teacher Nursery key worker. If a pupil has completed three reflection sheets in one term they are moved up to Level 3. For younger pupils in the School open dialog with parents will be used rather than reflections sheets.

- The Head of Pre-Prep/Deputy Head will now hold more formal discussions with the parents which will then be followed up with a letter to reiterate the points made and outline the intended action plan, including a review date, involving the parents.
- Staff will be informed of the child's progress and will be asked to keep the Deputy Head informed on a daily basis.
- The pupil will meet with the Head of Pre-Prep/Deputy Head on a daily basis to evaluate and discuss the day's behaviour, inclusive of potential reasoning and catalysts.

Level 4

It is at this level that, because the patterns of inappropriate behaviour are persisting, the child will be placed on the school's SEN register, if the cause is found to fall within the SEN category, for extra support (for which there may be a charge). A referral to an educational psychologist, clinical psychologist, paediatrician or other appropriate professional will be recommended to parents at this point.

- All action and discussion occurring at the previous levels will have been ineffective including the support of the parents. No change in behaviour will have occurred and the pupil is increasingly disruptive and difficult to manage both in the classroom and at breaks and lunchtime.
- The pupil will have a meeting with the Head and Head of Pre-Prep/Deputy Head to discuss their behaviour. The Head will again contact the parents to warn of the continued behaviour pattern and the potential impending suspension.
- The SENCO, alongside the Head of Pre-Prep/Deputy Head, will together observe the child, review all notes from ISAMS behaviour log, briefing minutes and other relevant e-mails, teacher logs and so on and introduce learning support plans (if one hasn't been put into place before) and set up meetings involving all relevant parties, including parents.
- After a maximum of three terms a decision will be made either to move the child back to Level 3, or to keep them at Level 4, or to move them to Level 5.

Level 5

At this stage the child's behaviour will be extremely difficult to manage and exclusion may be a possibility.

- With the parents support, temporary suspension will occur involving the child being sent home for an agreed period. This will be confirmed in writing by the Head.
- Should the behaviour continue to deteriorate on return, with no positive improvement despite all the support strategies in place as mentioned in Levels 1 to 4, exclusion has to take place in accordance with School policy, and must be properly and thoroughly carried out.
- A child who is excluded, temporarily or permanently, does not have to go through all the school's behaviour-management levels. Sudden extremes of behaviour, such as totally unacceptable violence, can lead to exclusion without going through the various levels.

Should parents feel that the School's handling and application of this policy falls short of their expectations, they should be referred to the School's Complaints Procedure, available from the School office and School website.

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