

The Prep (including EYFS) Behaviour and Relational Policy

Rationale

The Prep seeks to create an environment which encourages and reinforces good behaviour and promotes a positive attitude to learning. Its foundations are based on promoting – Happiness, Confidence and Achievement. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. Children and young people develop into responsible learners through living in a school ethos, in which the rights and dignity of each individual are recognised and actively promoted. Good behaviour is the collective responsibility of every adult within the school and therefore everyone working within the school must take responsibility for good discipline. The school curriculum is planned so that the development of personal qualities and social skills and the fostering of socially acceptable behaviour form an integral part of all that we do. We endeavour to instil self-discipline and responsibility for the well-being of others in all our learners.

We aim to provide children with the skills to understand their own and other's behaviour and to grow to be independent, reliable and courteous members of the school and wider community. By modelling our school values, adults build positive relationships with all of our learners to understand their learning preferences, their character and the ways in which their behaviour can communicate unmet needs, challenges with their mental health or otherwise dysregulated emotions.

This policy sets out our whole school approach to positive behaviour management and is underpinned by the work of Paul Dix and the premise that 'When the adults change, everything changes'.

Aims

At The Prep we aim to:

- Develop relationships that promote a child's self-esteem and ensure they are well supported to learn.
- Provide clear guidance for children, staff and parents/carers and the wider school community of expected levels of behaviour and our use of relational practice.
- Create a culture of exceptionally good behaviour: for learning, for community, for life and view excellent behaviour as a minimum expectation for all.
- Ensure that all learners are treated fairly, shown respect, and promote good relationships.
- Refuse to give learners attention and importance for poor conduct.
- Help learners take control over their behaviour and be responsible for the consequences of it.
- Provide tools and resources, which enable children to understand and work with their emotions such as through use of 'Zones of regulation' and in conjunction with the Wellbeing/PSHE curriculum.

- Provide a safe and nurturing environment where lessons challenge, develop and meet the needs of all children.
- Ensure all adults take responsibility for supporting and managing behaviour and follow-up incidents personally without the use of shame, isolation or embarrassment.
- Use a consistent and calm approach, where adults use consistent language & positive noticing.
- Build a respectful community which values kindness, care, good humour, good temper and empathy for others.
- Promote community cohesion through improved relationships.
- Use restorative approaches and proportionate consequences.

Foundations of Good Practice

At The Prep we are committed to inclusive education. We have high expectations of all of our pupils with simple, clear rules and values to help children easily adjust to life at The Prep, achieve in their learning and excel as individuals. We recognise that behaviour is a form of communication and can be influenced by individual preferences, cognitive differences and life experiences. We always seek to understand and support behaviour in a way that allows children to maximise their engagement with learning and develop their own emotional regulation, responsibility and sense of citizenship and belonging. We base our approach to behaviour on relational practice; a whole school approach that puts the relationship between adults and learners at the heart of school ethos.

These relationships exist to:

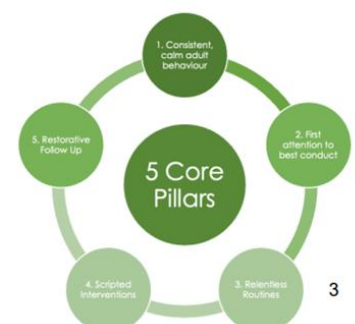
- share clear expectations.
- develop a child's self-esteem and self-worth.
- understand needs and preferences.
- build rich emotional currency that can be used as a lever for positive behaviour management.

For further information on relational practice, Paul Dix or the approach we follow, please visit www.WhenTheAdultsChange.com

We recognise that our own behaviour as adults is the only behaviour that we can truly control. We use simple rules, consistent approaches and rewards to encourage children to make good or best choices.

Our behaviour & relational policy is based upon our building blocks of good practice: -

1. Consistent, calm adult behaviour
2. First attention for best conduct



3. Relentless Routines

4. Scripting difficult interventions

5. Restorative follow-up

These 5 pillars are used as structure for our behaviour plan and as a framework for explaining to staff, parents/carers and other stakeholders how behaviour is managed in our school. The pillars give the right balance between consistent practice and allowing reasonable adjustment for all staff to deploy different teaching styles, approaches and personalities.

The school has adopted 3 school rules which will be continually referenced to by staff:

Ready

Respectful

Safe

These three rules underpin our expectations for behaviour both in and out of school. They can be applied and linked to most situations.

In line with these three rules, the grid below provides further details of the behaviours expected of pupils at The Prep. This should be used as a guide (as opposed to an exhaustive list) which should be discussed with all pupils in age-appropriate ways as part of the ongoing behaviour curriculum.

Ready	Respectful	Safe
Attending school, lessons & activities with punctuality.	Listening to others and expecting to be listened to.	Walking safely around the school and being aware of other people in school.
Wearing our school uniform with pride.	Using a polite voice, choosing our words carefully and using kind, appropriate language & tone.	Listening to and following instructions.
Engaging with teaching & learning e. g. looking at teacher, offering answers.	Treating everyone with respect & without prejudice.	Being safe with our hands and feet.
Having all equipment ready for lessons.	Having positive interactions with others and showing care and concern.	Understanding that we are responsible for our own behaviour.
Completing tasks to the best of our ability.	Being patient and taking turns.	Being safe online both in and out of school
	Looking after resources, displays and the environment.	Not using or possessing any dangerous items.
	Representing The Prep at its best both in and out of school.	Being safe when outdoors both in and out of school. Not engaging in rough play.
		Standing up for others and reporting any concerns to adults.

Language

At The Prep we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries that help children learn how to behave.

Language should be calm, considered and separate the child from the behaviour that is unwanted. We should never use our language to shame children and shouldn't use our tone of language to agitate or otherwise escalate children's behaviour. We realise this isn't easy so ask all adults to use

scripts - planned phrases and sentences that help us remain in control of our own emotions when we are attending to behaviour.

Difficult conversations will be had, and all Prep staff must be prepared, practiced and able to manage difficult behaviour and follow up conversations calmly. Having respectful conversations about unwanted behaviours is an important part of developing and modelling the values and the relationships we pride ourselves upon.

Roles and Responsibilities

All staff should:

- Take time to **meet & greet** children at the start of the day and at the start of lessons after breaktimes.
These meet and greets should be used to positively notice and remind children about the expectations for learning. For example: "I'm so glad you are here, Jack - that was very respectful waiting." or "Good morning Alice, that's it - coat off so you are ready for learning."
- Refer to '**Ready, Respectful, Safe**' as our school rules - explicitly teach behaviour and reinforce our rules and values in everyday language.
- **Model** the behaviour we expect by relying on routines and scripts, and by demonstrating calm, consistent adult behaviour.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- **Positively notice** the behaviour we expect throughout the day and give less attention to unwanted behaviours. For example: "Excellent walking through the corridor Ted. I appreciate you keeping yourself and everyone safe – that's very responsible."
- **Be calm** and give '**take up time**' when going through the five-step approach – aim to prevent before sanctions.
- **Know their classes** well and develop positive, emotionally rich relationships with all children. Relentlessly work to **build mutual respect & develop emotional currency**.
- Create conditions for excellent behaviour with adult **consistency** and pupil input. For example: "Lily, what can I do to help you get ready for learning?"
- Always **deliver sanctions calmly** and with care. It is in nobody's interests to confront poor behaviour with anger.
- **Follow up every time**, do not delegate but **retain ownership** and engage in reflective dialogue with learners.
- **Never ignore**, or walk past, learners who are behaving badly.
- Demonstrate **unconditional care and compassion**.

To support the staff in achieving these goals, we should aim to adhere to the 7 shifts in adult behaviour:

- Deliberately noticing something new about each child.
- Focussing positive attention on effort not achievement.
- Stopping yourself from telling the children how their negative behaviour makes you feel.
- Refusing to shout.
- Introducing more non-verbal cues e.g. thumbs-up.
- Focussing positive recognition on those going 'over and above.'
- Ending the lesson / day with positive reflections every time.

Senior leaders:

Senior leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders should:

- Meet and greet learners at the beginning of the day.
- Be a daily visible presence around the site and especially at change-over times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data & staff feedback to target and assess school-wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Encourage the use of positive praise, phone calls/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.

Parents/Carers will be expected to:

- Be an equal partner in supporting their child to maintain the highest standards of personal conduct.
- Work with the school to ensure their children behave well and follow the rules to 'Be Ready, Be Respectful and Be Safe'. Explicitly reinforce behaviour and values that The Prep holds.
- If necessary, be involved with school staff and external partners to manage poor conduct and explore further supportive interventions.
- Treat our staff with respect and communicate in a way that promotes our behaviour expectations.
- Ensure children have good attendance and are punctual at the start of the school day.
- Model the behaviour we expect and speak to a member of staff if there are any concerns or challenges that might impact your child's behaviour at school.

- Engage with the restorative conversations led by school staff when behaviour is difficult.
- Support the school by attending meetings to discuss behaviour, respecting our focus on consequences rather than punishments.
- Show respect by refraining from contacting other parents directly about incidents that have happened in school.

Our consistent approach to rewards

We aim to ensure that every child has the opportunity to experience success and gain ‘rewards’ dependant on the age, need and choice of each child. At the heart of our behaviour management is recognising those children who go ‘over and above’ our high expectations and we encourage positive recognition and reward for good behaviour, effort and work.

We believe that ‘it is not what you give, but the way that you give it that counts.’ For some children, this means a quiet word of personal praise, for others it is praising in public. The use of praise is key to developing positive relationships, including with those learners who are hardest to reach. Visitors are also encouraged to provide positive recognition of children.

All adults are encouraged to actively look for the positive and to use the following best practice approaches to consistent recognition:

- Positive conversations with pupils - verbal praise and positive feedback, non-verbal praise e.g. thumbs up.
- Positive notes in planners
- Positive phone calls, emails, postcards or conversations with parents
- Deliberate botherdness (showing up and showing we care)
- PIP and RIP (Praise in Public / Remind in Private)

In addition, other whole school rewards will be used.

Over And Above Award (Prep 3 – Prep 6) – weekly certificates for pupils who have gone ‘over and above’ in any area of school life. Pupils are publicly recognised and rewarded with a certificate in the weekly assembly.

Captain’s Award (Reception – Prep 2) – each pupil will have the opportunity to be their class Captain on a weekly rota. Whilst class captain they will model our 3 rules, help out with jobs and help other children. The class captain will receive a certificate in the weekly assembly.

Show Ups – awarded to pupils for outstanding attitude to learning or behaviour. Pupils will have a conversation with a member of the SLT who will award Show Up stickers.

Form of the Week – a mystery teacher is chosen at the start of each week and asked to nominate a class to be rewarded with a break time celebration with the Head or Assistant Head (Wellbeing).

Credits – Awarded for pupils who demonstrate our school rules. Maximum of 5 credits can be given at a time. At the end of each term credits are also added together and then averaged (based on numbers of pupils in each House) and the House with the highest credit average wins the Credit Cup.

Play Time Awards – Staff on break and lunch duties will award playtime paperchain links to pupils who demonstrate our school rules at play times and when in the dining hall. These chain links are then displayed in the hall as a paper chain, and the chain is constantly added to. Once the paper chain reaches all the way around the hall, the whole school has a reward e.g. 10 mins extra break time.

Behaviour Pathway & Scripts

We have a clear and consistent pathway and supporting scripts to promote desired behaviour and appropriately address undesired behaviour.

Gentle approach – use child’s name, eye contact, provide space, deliver message ideally from the side.	
<p>1. Reminder - When expectations aren’t being followed. A low-key, check-in with the pupil.</p>	<p>A reminder of the three simple rules (ready, respectful and safe). Delivered privately, wherever possible give take-up time for pupil to absorb what has been said.</p> <ul style="list-style-type: none"> i. I noticed you (noticed behaviour) ii. I need you to be/Our rule is/What do you need to do to iii. Thank you. <p>E. g.</p> <ul style="list-style-type: none"> i. I’ve noticed that you’re running down the corridor. ii. Our rule is to be safe and walk. iii. That’s how we do it at The Prep. Much better.
<p>2. Caution</p>	<p>A clear verbal caution given in private wherever possible, making the child aware of their behaviour and what they need to do to change it.</p> <ul style="list-style-type: none"> i. Pause, listen, reflect ii. Remind them of previous good effort iii. Repeat above mantras iv. Provide take up time v. Return to notice improvement

	<p>E.g. Child refuses to sit down.</p> <ul style="list-style-type: none"> • You sat beautifully in English this morning. I was so proud. • I need you to sit down & face the front. • Our rule is..... • Move away & give the child time to make a good choice • I'm so impressed by how you are sitting now. Thank you. That's how we do it at The Prep.
<p>3. Last chance</p>	<p>Deliver the micro-script privately to give a final opportunity to engage.</p> <p>(1). I have noticed you are.... You have chosen to..... Do you remember yesterday when you were brilliant.... That's what I need to see today.... Thank you for listening....(give take up time)</p> <p>2). I have noticed that you.... I need to see you.... I expect.... I know you will....as I have seen you do it before. Thank you for listening (give take up time)</p>
<p>4. Time Out & follow-up</p>	<p>Deliver the micro-script which will involve the child receiving some sort of consequence, e.g. 2 mins outside the classroom as time for the child to calm down, breath, look at the situation from a different perspective and compose themselves/work at another table/complete work at home/walk with duty staff for 2 mins if in playground.</p> <ol style="list-style-type: none"> i. I noticed you've chosen to (noticed behaviour) ii. Remember our rule..... iii. Because you have chosen to..... you now need to (work at another table, stand outside for 2 mins, see me at the end of the lesson, complete work at home) iv. If in playground – you now need to stand with me to calm down/sit on the time out bench, have some time out to reflect & so no one gets hurt. v. I will speak to you at the end of the lesson for 2 minutes. <p>E.g.</p> <p>I have noticed that you have chosen to use rude words. "Remember our rule about being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in 2 minutes. Thank you for listening."</p> <p>Do not describe child's behaviour to another adult in front of the child.</p>

<p>5. Consequence & repair</p>	<p>If the behaviour in the classroom continues following stage 4, then the class teacher can send the pupil to another classroom to work. The teacher in the buddy classroom will ask the pupil to work at the back of the class quietly. Once the buddy teacher feels the pupil has calmed down and is ready to return to their own classroom, then they can send them back. The original class teacher will follow this up by completing a restorative conversation (Appendix A) with the pupil. The behaviour & restorative conversations should be logged on CPOMS & form tutors informed.</p> <p>If the behaviour occurs when outside at breaktime, the member of staff on duty should follow the above stages. If the behaviour continues, the pupil should have 5 mins sitting on the time-out bench & then a restorative conversation (appendix A) when they return into school. The member of duty staff should record the behaviours & the restorative conversation on CPOMS & inform the form tutor & teacher who is signing the class out that evening.</p> <p>Sometimes you may feel, using your professional judgement, that a member of the Senior Management Team needs to be part of the follow up due to the serious nature of the behaviour. This could be:</p> <ul style="list-style-type: none"> • Where steps 1 – 4 have been applied consistently and the child’s behaviour is not improving. • Where a child’s behaviour is impacting the safety and/or wellbeing of other children or staff members. • Occasions where staff request the support of a colleague to remove a pupil from the learning environment. In these situations, the aim should always be to help the pupil to self-regulate and to return them to learning as soon as this is possible. <p>In these situations, SMT should have a follow up restorative conversation (Appendix A) with the pupil as soon as possible before the next lesson/session to discuss their behaviour, help the pupil understand the impact of their behaviour on themselves & others, work out ways to repair the damage caused & help stop the behaviours occurring again. Remember, it isn’t the severity of the consequence, it’s the certainty that this follow up will take place that is important.</p> <p>For stage 5 behaviours, parents should be communicated with by the Form Tutor to share the behaviour that is causing concern and if deemed necessary, a meeting should be held to discuss the concerns</p>
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	<p>raised and possible strategies to support/signpost interventions if appropriate. The Head of Learning Support may attend these meetings if it is felt that behavioural concerns may be due to a SEND. Concerns and outcomes of parent meetings should be shared with the Head & Assistant Head (Wellbeing).</p> <p>Any behaviours that reach a stage 5 will be recorded on CPOMS & communicated with parents/carers.</p>
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When to escalate

If further support and intervention is required, the Head Teacher should be involved in future meetings with parents and in planning next steps. All incidents of behaviour causing concern and any meetings with parents must be recorded on CPOMS.

Monitoring Behaviour

In cases of repeated behaviour concerns, pupils may have their behaviour monitored by teachers to show progress towards an agreed target. This will usually be implemented by the subject teacher/teacher who is experiencing a pupil's challenging behaviour. Form tutors should also have an overview of which pupils in their form are being monitored. At The Prep we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Support for children exhibiting extreme behaviours

At The Prep we are all treated fairly and recognise that this may not be equally. Some children require more support to regulate than others and may exhibit particular behaviours based on early childhood experiences, family circumstances or their Special Educational Needs or disability.

We have experienced staff, resources and access to CPD to support children identified as requiring additional support including:

- Access to a counselling
- Small group interventions e.g. friendship group, Lego group.
- Break out areas - 1 area within the Learning Support room and 1 in the medical room.

If a child does become dysregulated, follow De-Escalation techniques (Appendix B). In exceptional circumstances, where the school has put in additional support to meet a child's needs and they are still displaying behaviours which impact the safety of themselves and others, a reduced timetable will be considered. This may be for a period of up to six weeks with increases to the time spent in school every two weeks.

Reporting and Recording

It is important that all behaviours that reach stage 5 are logged on CPOMS. This includes 'steps' taken and follow up action. This information can then be tracked and monitored by the Head, Assistant Head (Wellbeing), Head of Pre-Prep and Head of Pastoral who meet regularly.

Staff Support

School staff members receive regular training to ensure that they have thorough knowledge of how and when to put this policy into practice and that behaviour is managed consistently, in a proportionate and fair way and based on knowledge of a pupil's needs.

Pupil spotlights will be a regular feature of staff briefings. These will be 2-minute presentations led by a member of staff who knows the pupil well and will address what they struggle with and what strategies and approaches work well with them.

Where staff require further support or guidance about the behaviour of an individual or class, they are encouraged to ask and to seek this from the Assistant Head (Wellbeing), Head of Pastoral, Head of Pre-Prep or Head of Learning Support. They are also supported by other members of Denstone College staff in the Health & Wellbeing Team who are also able to provide advice.

Appendix A – Restorative Conversation (Reflection) Sheet





Reflective Think Sheet


What happened? (Circle all the correct pictures)

 wasn't following instructions	 talking	 wasn't on task	 was disrespectful/ silly	 had a negative attitude	 distracted others	 wasn't ready/ late	 made a mess
 was dangerous	 bullying	 was aggressive	 was violent	 damaged property	 persistent negative	 was inappropriate	 other

Want to tell us more?

How were you feeling? (Circle the correct feelings)

 bored/impatient	 silly/giddy	 angry	 frustrated	 sad	 confused	 troubled/a lot on my mind	 embarrassed
 guilty	 tired	 anxious	 stressed	 jealous	 hungry	 scared	 other

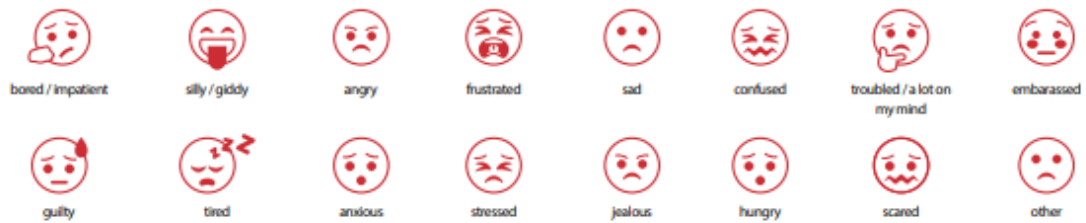
What were you thinking?

Reflective Think Sheet



Who else has been affected

How might they be feeling? (Circle the correct feelings)



What could you have done differently?

How can we repair the damage?

APPENDIX B - De-escalation Strategies & Techniques

<p>Act calm even if you're not</p> <p>Say "Let's talk about this later"</p> <p>Use humor to lighten the mood</p> <p>Lower your voice</p> <p>Give a choice</p> <p>Walk away</p> <p>Ask "What would help you right now?"</p> <p>Change the subject to a positive one</p> <p>Give personal space</p> <p>Say "I see where you are coming from"</p> <p>Distract with a photo of something they like</p> <p>Show that you are listening</p> <p>Remove the audience</p> <p>Say "I want to help you"</p> <p>Talk about something they like</p> <p>Make a joke</p> <p>Encourage the person</p> <p>Say "So you're upset because.... right?"</p> <p>Don't say "calm down"</p> <p>Show empathy</p> <p>Encourage the person to use a coping strategy</p> <p>Don't take items or personal property from them</p> <p>Encourage the person to take a walk or get a drink</p> <p>Give the person an "out" i.e. letting them go to another room or walk away</p> <p>Ask "Would it help if...?"</p> <p>Keep escape routes open to the door</p> <p>Coach the person with positive remarks</p> <p>Be respectful in your tone</p> <p>Spend time de-briefing after the incident to identify ways to improve</p> <p>Ask them to draw a picture of what happened</p>	<p>Remind them of something amazing they did</p> <p>Say "You can do this"</p> <p>Call another adult for help</p> <p>Say "Let's call....I think they can help"</p> <p>Be willing to find a solution</p> <p>Offer to change the way you are doing something</p> <p>Re-state what the person is saying</p> <p>Validate their thoughts</p> <p>Acknowledge their feelings</p> <p>Avoid over-reacting</p> <p>Use active listening</p> <p>Offer a solution</p> <p>Let the person talk without interrupting</p> <p>Say "I see your point"</p> <p>Offer to take a walk with the person</p> <p>Clarify expectations</p> <p>Remind them of something they love</p> <p>Apologise for something you did wrong or the way it was taken Invite them to do a preferred activity</p> <p>Ask if they can explain more about how they're feeling</p> <p>Try to understand the person's perspective</p> <p>Slow yourself down to avoid getting worked up</p> <p>Acknowledge where you agree with the person</p> <p>Remind the person "You're not in trouble"</p> <p>Tell the person "I'm here for you"</p> <p>Say "Talk to me" then listen</p> <p>Tell the person to take a minute to themselves</p> <p>Ignore the behaviour</p> <p>Distract by saying "Hey, Let's go..."</p> <p>Avoid needing to get the last word</p>
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Adult Consistencies

- **Meet & greet** children at the start of the day and at the start of lessons after breaktimes.
- **Explicitly teach** behaviour and reinforce our rules in everyday language.
- **Model** the behaviours we expect by relying on routines and scripts.
- Demonstrate **calm, consistent** adult behaviour.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- **Positively notice** the behaviour we expect throughout the day
- **Be calm** and give **'take up time'** when going through the five-step approach
- **Know their classes** well and develop positive, emotionally rich relationships with all children.
- Relentlessly work to **build mutual respect & develop emotional currency**.
- Follow the 5 step sanction system consistently.

Pupils

Pupils will try hard to follow our rules by:

Ready	Respectful	Safe
Attending school, lessons & activities with punctuality.	Listening to others and expecting to be listened to.	Walking safely around the school and being aware of other people in school.
Wearing our school uniform with pride.	Using a polite voice, choosing our words carefully and using kind, appropriate language & tone.	Listening to and following instructions.
Engaging with teaching & learning e. g. looking at teacher, offering answers.	Treating everyone with respect & without prejudice.	Being safe with our hands and feet.
Having all equipment ready for lessons.	Having positive interactions with others and showing care and concern.	Understanding that we are responsible for our own behaviour.
Completing tasks to the best of our ability.	Being patient and taking turns.	Being safe online both in and out of school
	Looking after resources, displays and the environment.	Not using or possessing any dangerous items.
	Representing The Prep at its best both in and out of school.	Being safe when outdoors both in and out of school. Not engaging in rough play.
		Standing up for others and reporting any concerns to adults.

The Prep – Behaviour Blueprint

Our rules:

Ready
Respectful
Safe

Stepped sanctions (in private)

1. Reminder of the rule
2. Caution
3. Last chance
4. Time Out & Follow-Up
5. Consequence & repair

Over and Above Recognition

Positive praise (verbal & non-verbal)
Notes, emails, postcards & phone calls home
Credits
Over & Above Award
Captains Award
Form of the Week
Show Ups
Break Time Awards

Restorative Questions:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Micro-scripts

I noticed you (noticed behaviour)
Our rule is
Can you remember when you yesterday & how that made you feel?
(positive past behaviour)
I need you to
Now that's how we do it at The Prep. Much better (if corrected)
(Remember to give take-up time.)