



## Our Lady's Preparatory School and Day Nursery

### Behaviour Policy for the School and Nursery 2.3/2.4

#### Background to the Policy – the School's Aims and Objectives

This Behaviour Policy has been developed with due regard to the Department for Education's (DfE) non-statutory advice "Behaviour and Discipline in schools", January 2016.

Please note that there is a separate Behaviour Policy that applies to Our Lady's Nursery and Day Nursery. At Our Lady's Preparatory School, we value our sense of community. Of principal concern is a caring attitude and respect for others within a safe environment.

The school believes in establishing and maintaining high standards of performance and behaviour in all aspects and areas of life, and it is the responsibility of all staff and pupils to play their part in this. It also believes that reward, praise and encouragement tend to produce better results than discouragement.

The ethos of the school and the broad curriculum promotes attitudes and values necessary for children to contribute positively to their own development. It also encourages children to feel positive about themselves. These attitudes and values are further encouraged through a system of rewards and sanctions. The rewards and sanctions are seen as a good mechanism also in dealing with poor behaviour. The school does **not** use or threaten corporal punishment as part of our behaviour management.

Good teacher/pupil relationships are essential to positive attitudes within the school and to good behaviour of children. The school places great importance on the development of this relationship that leads to a happy, constructive school environment, within which children relate well to each other and perform at their best in all areas.

Any form of bullying, either verbal, physical or emotional is totally unacceptable. Children should inform a teacher at once if others are being unkind to them. In such instances, please refer to the school's Anti-Bullying Policy. The School will adopt a zero-tolerance approach to any bullying and cyber bullying issues, that all staff will challenge any abusive behaviour between peers that comes to their notice and will report on to the DSL immediately any issues of this nature. Please see the Safeguarding Policy for further details about dealing with peer-on-peer abuse.

We have a code of behaviour, promoting a sense of responsibility throughout the school. The staff is encouraged to praise and reward children for their good conduct. Children are encouraged at all times to:

- Be kind
- Be safe
- Be polite
- Be helpful
- Be respectful

At Our Lady's, we believe that parents, pupils, staff and governors share responsibility for creating an atmosphere which is conducive to a well disciplined and happy school which meets the personal, social and emotional needs of all children.

Parents are expected to support the aims of the school, ensuring their child maintains appropriate standards of behaviour, hard work ethic, punctuality, language, discipline, appearance and dress code. The Trustees expect that a high standard of discipline will be set and maintained at all times.

School rules are concerned with care and consideration for others, and with safety inside and outside the school building. They reflect the belief that children need to develop self-discipline, self-respect and respect for others in order to live harmoniously at school and in their future lives.

### **Code of Behaviour**

All members of the school community have the right to be treated with respect and have the responsibility to treat others in the same way.

#### **At all times, it is expected that all staff and children will:**

- Be safe at all times.
- Be kind and courteous, treating others as you would like to be treated yourself.
- Speak politely to others, avoiding bad language.
- School uniform should be worn with pride; boys and girls must ensure a tidy appearance at all times.
- Walk in the corridors, showing consideration for others and open doors for other people.
- Personal clothing and property should be clearly named.
- Expensive toys or money should not be brought into the school without the prior permission of a teacher.
- Respect other people's belongings and take care with school property.
- Place any litter in a bin.

- Include others in games, activities and discussions.

***Bullying is completely and utterly unacceptable. If you think you are being bullied, or are unhappy about how one or more children are treating you, please tell a teacher. Please also refer to the school's Anti-Bullying Policy***

**In class, the expectations for pupils are as follows:**

- Pay attention by being quiet and by listening.
- Try hard, making sure that they always produce their best work.
- Homework diaries should be kept up to date and work handed in on time.
- Be properly prepared for each lesson.
- Raise their hand to answer a question, please refrain from calling out.
- Pupils may drink from a bottle of water to keep hydrated.
- Pupils should go to the toilet during break times.
- Classrooms should be kept tidy.

**At lunchtime, pupils are expected to:**

- Queue respectfully while waiting to be served.
- Be polite to the catering staff remembering to say "please" and "thank you".
- Place dishes and cutlery in the areas provided, when told to do so.
- Try not to waste food.
- Try to eat a well-balanced nourishing meal.
- Eat in a polite, well-mannered way.
- Sit at your designated tables and avoid walking around.
- Talk to those seated around you without shouting - use "indoor" voices.

**All members of the school community have the right to be treated with respect and have the responsibility to treat others in same way.**

## **Named Persons**

The named persons for dealing with behaviour management issues within the school are Simon Cassell (Deputy Headmaster) and Joanna Arnold (Director of Studies).

Named persons are expected to:

- keep him/herself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development;
- and to check all staff have relevant in-service training on promoting positive behaviour and keep a record of staff attendance at this training.

## **Rewards and Sanctions**

The school seeks to promote good behaviour based on mutual respect between all members of the school community. The school encourages good citizenship, responsible behaviour and empathy. The ethos of the school and the broad curriculum promotes attitudes and values necessary for children to contribute positively to their own development. It also encourages children to feel positive about themselves. These attitudes and values are further encouraged through a system of rewards and sanctions.

The school believes in the establishment and maintenance of high standards of performance and behaviour in all aspects and areas of life, and it is the responsibility of all colleagues and pupils to play their part in this. It also believes that reward, praise and encouragement tend to produce better results than discouragement. The rewards and sanctions support and reinforce the calm and purposeful atmosphere of the school.

### **Rewards**

- All teachers are encouraged to use rewards as they show pupils that their worth is recognised. Teachers must seek to give rewards wherever possible. These include:
  - Using the Good to be Green/Gold reward charts (Sept 19)
  - Using the MarvellousMe app (Sept 19)
  - Verbal praise.
  - Written comments in books and on work.
  - House Points
  - Motivational Badges for children who need extra encouragement for good behaviour and work.
  - Annual prizes for recognition of academic, pastoral, cultural or sporting excellence or contribution

- Referring a child to the Deputy Headteacher and/or Headmaster for commendation and acknowledgement.
- Good to be Green and Gold weekly Assemblies
- Displaying work for others to see

At Our Lady's, there are three Houses – Mark's, Luke's and John's. Whichever House gains the most House Points in a week are rewarded in assembly with applause and whichever child wins the most House Points in a week is rewarded with a Star Award Certificate in assembly.

**The term 'good work' is relative to each child's ability and individual standards, not a set level for all. It involves work and actions that reflect effort and are good for that child. Reasonable adjustments are made for children with Special Educational Needs (SEN) and disabilities. Please also refer to the specific SEN Policy.**

### **Sanctions**

In the case of inappropriate behaviour or poor work (in relation to that child's ability), sanctions may be used. In the case of pupils who are found to have made malicious accusations against staff members, disciplinary action will be taken and sanctions may be imposed. It is first necessary to establish through thorough investigation that all facts have been established and that the action taken is fair. The class teacher usually does this by:

- Talking to them about what happened to discover why they acted in the way that they did. Discussing their actions and pointing out why these are unacceptable.
- Encouraging them to behave more appropriately in future.
- Taking one or more of the disciplinary steps listed below, as appropriate to the child's age and offence.

### **Disciplinary Steps:**

- Warning an offender by 'telling them off'.
- Placing a child in "Time Out" in the classroom.
- Being sent to the Deputy Headmaster or Director of Studies.
- Being sent to the Headmaster.

As pupils get older, they may be placed in a 15 to 30 minute supervised detention, thus restricting their free time and giving them the opportunity to undertake a positive written activity, such as repeating some school work if this was the problem to begin with. If the detention is in relation to an act of unkindness, the child may be asked to think about their behaviour and write a letter of apology to the person they were unkind to.

Staff should bring individual children to the attention of the Deputy Headmaster or Headmaster if their behaviour or attitude is causing ongoing concern. The Deputy Headmaster or Headmaster will also inform the class teachers (in a pastoral role) if a child's behaviour has been brought to their attention. Between them they can then decide what course of action needs to be taken. Such action could involve taking various options:

- Informing the teachers and the child's parents (if in receipt of a red card).
- In some cases, it may be appropriate to agree a 'contract of behaviour' with the child, with parental involvement.
- In serious cases or when a pupil is persistently breaking all codes of conduct, the Headmaster may be forced to initiate procedures to:
  - Suspend the pupil for a fixed period. On these occasions, parents are involved and after meeting with the Headmaster and Deputy Headmaster may receive a written statement from the Headmaster detailing the offence and explaining related matters. Suspension is usually used for a short period of time where possible, but there are occasions when pupils could expect to be suspended for a longer period of time given the severity of the offence and factors relating to pre-meditation.
  - Permanently exclude the pupil from the school. This is very rarely used and only after all other strategies have been tried but have failed over time. Offences which would warrant the Headmaster recommending to the Chair of the Trustees that this punishment should be used would include the most serious bullying, including serious verbal bullying, cyber bullying, persistent aggressive behaviour such as kicking, punching, spitting, fire setting, frequent high level disruption, etc.

Suspensions and exclusions are recorded with date/dates in the Sanctions Book, which is held in the school office.

### **Use of Restraint**

In the most exceptional circumstances, it may be necessary physically to restrain a pupil who is likely to injure himself/herself or others and/or cause very serious damage to property.

In the unlikely event of this arising, any restraint should be reasonable, proportionate and non-injurious and for the minimum time necessary. The use of such restraint will be reported to the Headmaster or Deputy Headmaster as appropriate. All such incidents are recorded on an Incident Form and signed by two members of staff and the parents. If it is necessary to restrain a pupil, the parents will be notified on the same day or as soon as possible.

## **Monitoring & review**

The School will review this Policy every year and any guidance or advice published by the DfE, ISI and/or relevant bodies will be monitored on an ongoing basis, in the event that ad-hoc amendments or revisions are appropriate beyond this timeframe.

**Reviewed: 18 November 2021**

**Signed:**

A handwritten signature in black ink that reads "Michael Stone". The signature is written in a cursive style with a large initial 'M' and 'S'.

**M A Stone**

**Headmaster**

**To be reviewed: 12 months from "Reviewed on" date**



## **Our Lady's Preparatory School and Day Nursery**

### **Behaviour Policy for the Nursery and Day Nursery 2.4**

#### **Background to the Policy**

The emphasis within Our Lady's Nursery is very much on encouraging positive behaviour. We endeavour to encourage the development of a sense of right and wrong whilst bearing in mind each child's age level of understanding.

Children of Nursery School age are generally keen to please, and have a natural and sometimes unbounded enthusiasm for all that we offer them. We try to instill a sense of respect for themselves, their peers and their carers, and also instill traditional good standards in behaviour, such as please and thank you, proper table manners and other positive behaviours.

However, the children within our care are very young, and need sympathetic discipline rather than rigid or punitive discipline in order to achieve the best results. In spite of our best efforts, there will be occasions when a child carries out what may be considered anti-social or poor behaviour. In such an event, the child in question will be gently reminded of the correct way to behave and will be asked to explain why he/she has reacted in such a way. He/She will also be encouraged to apologise for his/her behaviour.

Any child whose behaviour is repeatedly unacceptable may be removed from the situation and constructively occupied under close supervision. When it is deemed necessary to do so, children may be referred to the more senior staff in order to deal with unacceptable behaviour e.g. to the Nursery Manager, Deputy Headteacher or Headmaster. In order to support some children in dealing with their behaviour, it may be in their best interests to put an Individual Learning Plan (ILP) in place. Please also refer to the Special Educational Needs (SEN) Policy.

#### **The School's Values**

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that "children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive attitude to learning."

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's previous experiences and developmental stages. We recognise that there may be different expectations for children's behaviour at home and at nursery. Therefore, we work closely with parents/carers in promoting positive behaviour so that we can work together to promote the same message to children. At Our Lady's Nursery, we aim to provide appropriate opportunities for all children to develop:

**Respect:** to encourage all children to have respect for themselves, for other people (their feeling, beliefs and values) and for the nursery environment.

**Understanding and compassion:** to help children to understand other people's views and experiences and to be caring and tolerant towards others

**Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular, we help children to develop an understanding of the consequences of their behaviour e.g. if a toy is thrown, it could hit and injure another child.

**Fairness and equality:** to give children an understanding of how to be fair to all; how to share and give everyone an equal chance (see our policies on Equality and Special Needs). All staff will demonstrate this behaviour in their interaction with the children.

**Kindness:** to promote acts of kindness to each other and to show children how to be gentle towards each other.

In order to support children's development, staff will promote the above aims and values through good example and endeavour to work with parents so that these aims and values will be attained.

**What strategies do we use to support our aims and values?**

**We help children look after themselves by:**

- Praising them: focusing on the positive things they do.
- Helping them to recognise their feelings and express themselves in an appropriate and acceptable way.
- Encouraging them to ask for help from peers as well as adults.
- Encouraging their efforts and seek ways to plan for future learning.
- Building their independence through self-help skills.
- Encouraging them to see the good in others.
- Encouraging them to learn from each other.

**We help children to care about others by:**

- Using calm methods to resolve any conflicts that may arise.
- Modelling appropriate behaviour.
- Working on and reinforcing the understanding of feelings, e.g. in circle time, working in small groups etc.
- Naming and making feelings clear including the consequences of their actions reflecting back to children.
- Being aware of the power of language, in order to not be confrontational or negative e.g. "use our words".
- Boosting self-esteem – praising, rewarding etc.
- Listening to children and their concerns and acknowledging why/how they may be feeling.

**We help children to be polite by:**

- Saying "Good morning" and where appropriate "Please" and "Thank you"
- Model behaviour we would like children to adopt
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

**We ask children to look after equipment by:**

- Teaching them about health and safety.
- Encouraging them to look after toys and equipment
- Playing games, e.g. in circle time and considering, "How do we look after this?"
- Washing the bikes, toys etc.
- Taking responsibility for when they break a toy by telling an adult.
- Looking after the equipment ourselves and modelling how to use it

**We help children to care about the Nursery environment by:**

- Making it as attractive as possible.
- Cleaning tables.

- Tidying up together.
- Displaying children's work.
- Picking up rubbish.
- Providing labelled storage.
- Looking after indoor and outdoor plants at specific times of the year.
- Explaining proper care and use of areas (painting area, home corner, sand-pit etc).
- Notice, acknowledge and praise 'careful handling' and model such behaviour.
- Sharing responsibility.

### **Corporal Punishment**

Corporal punishment is **never** used, threatened or ever permitted to instill discipline at Our Lady's Nursery.

Physical intervention, such as restraining a child, is allowable to avert immediate danger of personal injury to the child, other children or staff members. All such incidents are reported immediately to the Nursery Manager who records it on an Incident sheet that is signed by two members of staff and the parents of the child on the day of the occurrence. If it is necessary to restrain a child, this will be reported to the parents on the same day or as soon as possible.

**Monitoring & review** The Nursery will review this Policy every two years and will bear in mind the impact and effects of the policy in the Nursery upon children's behaviour, in the event that ad-hoc amendments or revisions are appropriate beyond this timeframe.

**Reviewed: 18 November 2021**

**Signed:**



**Staff member responsible for Behaviour Management:  
Nina Hollier - Nursery Manager**

**To be reviewed: 24 months from "Reviewed on" date**