



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

## **PREP SCHOOL BEHAVIOUR POLICY**

*Reviewed September 2015, updated October 2018*

### **MISSION STATEMENT**

*"St. Paul's is a traditional, forward looking school seeking to nurture excellence, aiming to provide a high quality British and Brazilian holistic education, for the academic and personal development of pupils, within a framework of a caring community which shares a common set of core values."*

## INTRODUCTION

We believe children are not born with an understanding of the rules of acceptable behaviour; they need to learn them and need adults' help to do this.

At St. Paul's, we feel it is our job to make it very clear to our children what we expect of them. Children need constant reinforcement of the expectations we have, as well as support and guidance on how to meet them. They should be aware of the general conduct expected in our society, our school and in their own classes.

We must also ensure that the children know what they can expect from us. This is essential in creating a learning environment where children feel secure, valued and cared for. When children feel secure, they are able to change their behaviour to the outcome they want to achieve. We have to ensure that we, our expectations, and how we deal with children's behaviour are always clear, fair and consistent. By working together and utilising the same policies and expectations, we will be able to positively and effectively manage and improve the behaviour of all pupils. We must **always** strive to be the people we want our children to be.

There is a clear expectation that every member of staff working with Prep pupils has read and understood the ethos and requirements of the behaviour policy. The successful implementation and use of the policy relies on all staff using it to promote positive behaviour in our pupils.

### Overall aims of the Prep Behaviour Policy

- ✿ To create a stimulating and secure environment in which all school members can work, learn and interact safely.
- ✿ To promote and develop the self-esteem of all members of the school community.
- ✿ To promote and develop responsibility, self-reflection and self-discipline.
- ✿ To ensure that all individuals are aware of both their rights and their responsibilities.
- ✿ To teach values and attitudes, so that children will learn knowledge and skills and behave in socially acceptable ways and understand the needs and rights of others.
- ✿ To ensure everyone is treated equally and fairly.
- ✿ To make our expectations for behaviour clear, fair and consistent.
- ✿ To ensure positive behaviour is always recognised, encouraged and praised.
- ✿ To ensure that the policy is understood and consistently implemented throughout the school.
- ✿ To work in partnership with parents.
- ✿ To differentiate rewards and sanctions according to the age and stage of the child.

### Principles

- ✿ Pupils feel secure and learn best when in an organised, safe and ordered environment.
- ✿ Adult behaviour changes children's behaviour.
- ✿ Pupils with high self-esteem learn more effectively.
- ✿ Pupils' self-esteem is enhanced with praise, reward and celebration.
- ✿ Pupils learn best when expectation of work and behaviour is high, and consequences are clear, fair and consistent.
- ✿ Pupils have the right to recognition for achievement and effort.

## **Our Expectations**

It is essential that all members of the school community are aware of the rules and expectations put in place to ensure positive and productive behaviour.

In the Prep department, we build on the work started in the Pre-Prep department teaching children moral values. We reinforce the Golden Rules that are an integral part of school life:

### **Golden Rules**

**We listen:** We wait our turn to talk and value what others say

**We work hard:** We improve our learning by trying our best

**We are kind and helpful:** We work together and care for others

**We are gentle:** We are careful with ourselves and others

**We are honest:** We tell the truth and take responsibility for our actions

**We look after property:** We are responsible and care for our belongings and those of others

The Golden Rules should be displayed in all areas of the school. By talking about them and referring to them constantly in the classroom and through assemblies, and by making them meaningful to the children, we hope to help our children to become respectful, considerate and valuable world citizens.

By referring to and using our rules consistently and fairly, we allow our children to very quickly become aware of what is expected. It is this consistency and certainty from us as teachers that enables pupils to settle into daily routines and behavioural expectations easily and confidently.

*'When we follow routines day after day, our pupils can use their energy to grow as learners, rather than to figure out what we expect them to do.*

*And we, in turn, can focus our energy on teaching, not managing, our independent learners.'*

Kathy Collins

At home, parents should encourage independence and self-discipline. By referring to the Golden Rules and making children aware of appropriate behaviour, parents show their support for the implementation of this policy.

### **PSHE**

We work to develop positive behaviour and attitudes in all pupils through the PSHE (Personal, Social and Health Education) units, which cover citizenship, charity, bullying, safeguarding, respect, current events ('What's going on in the world?'), and religion. PSHE units are developed through topic lessons, QCT (Quality Circle Time) and assemblies. In this way, pupils are given the opportunity to listen to others as well as share their own thoughts and feelings and build self-esteem.

For more details, please [click here](#) to read the Prep School PSHE and SMSC Policy.

### **Behaviour and self-esteem**

Self-esteem is crucial – most children who misbehave have low self-esteem and are looking for attention and affirmation of their actions.

Self-esteem is how we value ourselves; it is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, and our work – nearly every part of our lives. Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection.

- ✿ Positive behaviour should be linked to the child as a person (e.g. “You always try so hard, Luca – well done!”)
- ✿ Response to negative behaviour should be linked to the action, NOT the child as a person (e.g. “You’re a nice boy, but the way you hit your friend right now was not acceptable.”)

Separating negative behaviour from the child ensures we disapprove of the behaviour, rather than the child. This shows the importance of discipline without hurting our pupils’ self-esteem.

### **The language of choice**

It is important that we help children understand that *they* are in control of what happens to them during the school day, with regards to their behaviour. If they feel that they have no choice, and no control, they will stop thinking, making decisions for themselves and will not be motivated to take responsibility for their actions.

Instead of ‘Don’t do that’ or ‘If you don’t stop that, you will get in trouble’, we say, “*If you choose to carry on playing around, then you are choosing to stay in and finish your work during break.*” This gives the child the clear indication that they have a decision to make, and this decision will result in a certain outcome. This is also used positively – “*If you choose to finish all your work, then you can choose a maths game to play*”.

### **Encouraging positive behaviour**

At St. Paul’s School, we believe that positive behaviour in children stems from acquiring and developing key characteristics during their school years. In the Prep School we call these **personal powers**:

- ✿ Open-minded
  - Is open to new challenges and willing to learn new things
  - Is flexible and embraces change
  - Respects other people’s opinions and perspectives regardless of agreeing with them or not
- ✿ Collaborative
  - Is willing to share opinions and ideas in order to find creative solutions
  - Appreciates different abilities and is supportive of his/her peers
  - Is willing to participate actively in the community
- ✿ Reflective
  - Is able to evaluate the consequences of his/her actions and words before making a decision
  - Is able to think about past experiences and mistakes in order to change his/her behaviour and attitude
  - Can imagine him/her in other people’s situations

## ✿ Resilient

- Is able to face challenges with a positive attitude to overcome difficulties
- Is flexible and capable of thinking and finding support
- Knows that failure is an opportunity to set a target and reach a goal

As educators, we have the responsibility to actively help our pupils develop these key characteristics, learn how to resolve minor disputes and to model to our children positive behaviour. Therefore, we should:

- Wait our turn.
- Be polite, saying 'please' and 'thank you'.
- Say 'sorry' and admit when we make mistakes.
- Listen to others.
- Stick to our word.
- Talk in a quiet voice.
- Be kind.
- Respect others and their property.
- Be punctual, well-presented and organised.

For more details, please [click here](#) to read the Professional Standards.

Within our building, we also have a set of rules to ensure everyone's safety and the consistency of good manners. These are our **non-negotiables** and they should be displayed, referred to and encouraged by all:

- ✿ Be polite and respectful at all times to everyone
- ✿ Always speak English in the building
- ✿ Move around the school with care and attention
- ✿ Allow adults to pass you or move ahead of you in the corridors
- ✿ Line up quietly outside a class and allow those leaving to come out before you go in

All too often, pupils are told what they have done wrong, and are rarely told exactly what they did that was right. Recognising, acknowledging and praising positive behaviour is an **essential** part of a successful behaviour management system.

*"If we have been encouraged and praised and have been given opportunities to experience personal and social success, we are more likely to perceive ourselves as capable, likeable and worthwhile people."*

Jenny Mosley

Our children need to know that we notice their positive actions and that we care enough to show them that we appreciate their efforts. It is important that all staff and adults working within the school remember to **reinforce good behaviour** by:

- ✿ **Acknowledging** it, e.g.: "I can see that James is tidying up..."
- ✿ **Praising** it, e.g.: "Well done for lining up quietly, Rebeca."
- ✿ **Rewarding** it, e.g.: "Those children who have worked hard will have extra time to choose a game."
- ✿ **Celebrating** and **sharing** it, e.g.: certificates, note to parents, or phone call home

## Effective whole group behaviour strategies

### Reinforcing the positive: Praising proximate behaviour

Children love attention and praise and will constantly seek it out even if it is negative. If a child is presenting a behaviour that is not what you would like to see, look for a child near them who is doing the right thing and praise him/her, clearly highlighting what you are praising. This should have a positive effect on the child not behaving well and if they change their behaviour they should be explicitly praised for it. Try and ignore the behaviour which you would like to see stopped rather than reinforcing it with attention.

### Reinforcing and rewarding positive behaviour (rewards)

There are many effective strategies for rewarding the behaviour that we want to see:

- ✿ Teacher praise
- ✿ Good initials (excellent behaviour)
- ✿ Benes (excellent work)
- ✿ Words of encouragement on work
- ✿ Sharing outstanding work / behaviour with others (e.g. celebration assembly)
- ✿ Certificates (e.g. QCT and celebration assembly)
- ✿ Taking work to show to Head of Prep/Deputy Head/Head of Pastoral Care
- ✿ Notes home to parents
- ✿ Class or table points
- ✿ 'Tell a good tale' jar
- ✿ Stickers
- ✿ Extra Golden Time

It is essential that children know that they can achieve and succeed in *all* areas of their school life, therefore, teachers in all departments need to use at least some of the above strategies to reinforce good behaviour. **It is very important that subject teachers (art, science, PE, music) also give good initials and Benes and not just negative sanctions.**

All Prep pupils take part in **celebration assemblies** throughout the year, where they can share and celebrate their learning and effort with their teachers and peers, therefore building self-esteem and pride in their efforts. Prep 1 and 2 children as well as Prep 3 and 4 pupils have one bi-weekly and in Prep 5, pupils have a celebration assembly each half term where they receive certificates for outstanding effort and outcome from their specialist teachers.

### Using hands up for silence

When a member of staff would like pupils to be quiet (this can be done anywhere at any time) they raise one hand high above their head and stop talking. As soon as others notice this has happened, they follow suit and tap others who have not yet noticed so they can do the same. All staff members should then move around tapping pupils and ensuring their compliance.

The person requesting silence should wait until every single person is silent and has raised their hand high. It is also important to praise when individuals or groups have responded quickly to this command, as well as to reinforce the need to make good use of time when you feel time has been wasted (e.g. put your hand down and say, "Let's try this again because I know my

pupils can do better"; then put your hand up again and once there is silence praise them for the improvement made)

This strategy should be avoided when children are engaged in teamwork or very excited. Instead, teachers should ring their bells, count down from 5 to 0 or clap to get the children's attention more quickly and effectively. It is also important to remember that the hands up strategy should not be overused; in one lesson, it should not be used more than 3 times.

The system will not work effectively if members of staff talk whilst raising their hand or if they do not insist on compliance from every single child. When used properly it is incredibly effective and avoids the need to raise voices or lose control.

### **Dealing with Poor Behaviour in the Classroom**

- ✿ Children should always know *what* they have done that is unacceptable – it is the responsibility of all staff members to state clearly what behaviour has been inappropriate (e.g. "You were asked to sit down, and you chose not to. That is why I am talking to you now.") This should be done quickly and efficiently so that important class time is not wasted, and the child does not receive a lot of attention for the poor behaviour.
- ✿ Children should be allowed to *reflect* on their behaviour. Asking, "What will you do next time?" is more productive than "What should you have done?" as it shows the child they have the choice of acting differently in the future and reaching a more positive outcome.

### **The Consequence Ladder (sanctions)**

In Prep 1 we use a large, visual display of a rainbow, sun, and a white cloud. The behaviour chart system acts as a visual reminder for children to think about their behaviour, as well as celebrating their effort.

- *star* – outstanding behaviour, demonstrating excellent effort consistently
  - *rainbow* – very good behaviour, going beyond expectations
  - *sun* – expected behaviour, following the Golden Rules
  - *white cloud* – think about it, you have a warning
- 1) The rays of the sun are clothes pegs and each peg represents a child in the class. The sun represents Golden Time, and it is happy because all the children on its rays are going to enjoy the celebration. Children start on the sun every lesson.
  - 2) If a child is breaking a Golden Rule, the adult tells them what Golden Rule they are breaking and explains they have a verbal warning (an opportunity to change their behaviour)
  - 3) If the child fails to respond to the verbal warning, the teacher asks 'Do you know what Golden Rule you have broken?' as the child moves their peg down to the white cloud and makes it clear to the child which rule has been broken. The child should then be encouraged to follow the Golden Rules, so that they can place their peg back on the sun. If after 5-10 minutes the child chooses to follow the Golden Rules, the teacher will say 'Good choice' and ask the child to move their peg up again to the sun.

- 4) If the child chooses to break the same rule or another one while their peg is on the white cloud, the teacher will write an initial in the bottom right-hand section of the pupil's diary, indicating to parents that the pupil has had difficulties with behaviour (broke a Golden Rule). This will mean losing five minutes of their Golden Time.
- 5) If the child continues to act in an inappropriate manner, he/she must be removed from the lesson and either the teacher or the teacher assistant will discuss the incident with the pupil, using specific questions (e.g. What happened? Who was responsible? Who or what was harmed? What can we do to avoid a similar situation in the future?). Pupils may work in another Prep 1 classroom (if there is a previous arrangement with another teacher) or speak to the Head of Pastoral Care.
- 6) Children who go above and beyond in following a specific Golden Rule will move their pegs to the rainbow and eventually to the star. They will also be praised for their efforts.
- 7) When Golden Time takes place on Friday, any child whose peg was on the grey cloud once during the week sits away from the activity area for 5 minutes; if it happened twice, they miss 10 minutes and so on. A sand timer or digital timer is used to show the child how long they must wait before being allowed to join in the activities. The child must sit near the pupils who are playing and watch the timer quietly. When it is finished they will be invited back in with the others for the rest of Golden Time.

NB: Each lesson, pupils must start on the sun, emphasising that even though they made mistakes during the previous lesson, they will always have a fresh start to choose to do their best.

In Prep 2, 3, 4 and 5 children move up the consequence ladder in a similar way, but using yellow warning cards as a visual reminder: **This model must be used by all teaching staff so that we have consistency across all classes and subjects otherwise the effectiveness of the policy is undermined.**

1. **Verbal Warning:** The teacher will ask a pupil to do / stop doing something / follow an instruction; infringements should always be related to the Golden Rules.
2. **Warning Card:** If the child does not respond appropriately, the teacher will explain what has been unacceptable and say, "I have asked you to pay attention to the explanation and you have chosen not to. This is your warning – if you choose to do that again, you will receive a bad initial in your diary" and places a warning card next to the child. If the child changes their behaviour, the card is removed after 5-10 minutes and they are praised for the improvement.
3. **Bad Initial:** If the child does not change their behaviour, the teacher will write an initial in the bottom right-hand section of the pupil's diary, indicating clearly to parents that the pupil has had difficulties with behaviour (broke a Golden Rule).
4. If the child continues to act in an inappropriate manner, he/she must be removed from the lesson and either the teacher or the teacher assistant will discuss the incident with the pupil, using specific questions (e.g. What happened? Who was responsible? Who or what was harmed? What can we do to avoid a similar situation in the future?). Pupils may work outside the classroom and be checked on regularly by an adult or in another classroom (if there is a previous arrangement with another teacher).

5. Children who receive more than 3 bad initials during a week, and do not change their behaviour, may be asked to talk to the Head of Pastoral Care.
6. Any pupil receiving 3 or more bad initials in one week **must have** their parents contacted, to discuss the problems that have occurred, and possible solutions.
7. Each initial means children will miss 5 minutes of their Golden Time. A sand timer or digital timer is used to show the child how long they must wait before being allowed to join in the activities. The child must sit near the pupils who are playing and watch the timer quietly. When it is finished they will be invited back in with the others for the rest of Golden Time.

The **verbal warning** is the key point in ensuring this system works. It is **ESSENTIAL**. It is at this moment that the child is given a very clear **choice** about how to behave and is given very clear information about the consequences of this choice. **This step cannot be missed out or presented vaguely** – the whole system relies on the child understanding they have the power to determine the outcome. Some very serious actions might warrant the skipping of warnings and the child may receive an initial straight away (e.g. physical aggression or verbal abuse towards anyone).

#### **Dealing with poor behaviour outside the classroom**

Pupils are expected to follow the Golden Rules at all times whilst at school. In order not to undermine the effective use of initials/sun and cloud system in the classroom, these **cannot** be used for poor behaviour that occurs elsewhere.

The duty guidelines clarify how poor behaviour, which happens outside during play/lunchtime, should be dealt with, and these should be read and followed by all staff. It is very important that poor behaviour is dealt with effectively and in a timely fashion and this should be done by listening to pupils and giving them a time out for 5,10, or 15 minutes as necessary. Pupils should not be asked to wait and tell their teacher later, if there has been a problem, nor should the person on duty do nothing and then merely report the incident to the teacher afterwards. Any incidents dealt by duty staff or any other member of staff, which seem significant must be reported to the class teacher, who will keep a log. Incidents of serious misbehaviour that lead to detentions, warnings for aggressive behaviour, suspensions, or internal suspensions must be entered into the Rewards and Conduct section on iSAMS.

Pupils who struggle to demonstrate positive behaviour during break or lunch may be asked to speak to the Head of Pastoral Care, who will encourage and supervise reparative tasks during their free time. Giving these children the opportunity to show kindness or build something useful is often a good way to help them mature and respect others.

Class teachers can try to promote more positive lunchtimes by using the '**tell a good tale jar/jar of good choices**', which encourages pupils to report good things from play/lunchtimes instead of bringing tales. Every class will also have a **bubble time** chart, where pupils may write their names and have 5 minutes to speak privately to their class teacher/tutor during break or lunch.

## **Non-Satises**

When pupils fail to produce homework, present work of unsatisfactory quality or forget necessary materials for a lesson, they receive an initial reminder from their teachers. However, if this continues to happen, they receive a Non-Satis (note stapled in their diary) that must be signed by the parents. Prep 1 pupils do not receive Non-Satises; as of the second term of Prep 2 onwards, pupils with such organisational difficulties may get these notes sent home.

Any Prep 5 pupil who receives 3 or more Non-Satises in a period of two weeks will be asked to attend a head of year sanction (after school detention - 45 minutes long). Parents will be informed and asked to support school by talking to their children and helping them find efficient strategies to avoid future Non-Satises and detentions.

## **Children beyond**

There will always be children that do not respond as well to the systems set in place as other pupils do. When dealing with such children, it is important that everyone working with them is sensitive to their individual needs, cooperative, ready to communicate honestly and effectively, and open to trying new strategies in order to help the child fulfil their potential. If you feel you have a child beyond you need to discuss specific strategies with the Head of Pastoral Care so an effective system can be put in place.

It is also important that all the steps in the school behaviour system are carried out or attempted before additional or alternative strategies are discussed.

## **Strategies that may be successful with such children are:**

- ✿ Behaviour charts (including individual targets and rewards) in which these pupils will have lower expectations placed on them regarding behaviour. They will have steps leading to positive behaviour or be asked to follow specific Golden Rules for a few minutes at a time or a few lessons a day until they are able to do so more consistently. This will need to be explained to the class to ensure their support and understanding.
- ✿ Daily/weekly correspondence with parents or specialists
- ✿ Regular meetings with Head of Pastoral Care
- ✿ Observations by and feedback from the LSU team or specialists, with appropriate follow-up action
- ✿ One-to-one chats in the morning to encourage and remind the child of his/her targets
- ✿ Contracts (targets and further consequences in serious cases, such as bullying, stealing and bad language) are recorded by the Head of Pastoral Care.

## **Examples of unacceptable behaviour:**

- ✿ Disrupting class routine
- ✿ Excessive talking
- ✿ Distracting or interrupting others
- ✿ Failure to follow instructions
- ✿ Careless / wasteful use of materials
- ✿ Answering back
- ✿ Using cell phones during school day or in the school building

- ✿ Selling or buying items to or from other pupils

### **More serious behaviour**

There are occasions when the behaviour is serious enough to bypass the warning system and formally involve other parties.

- ✿ Repeated occurrence of the above behaviours
- ✿ Telling lies
- ✿ Verbal abuse / bad language
- ✿ Defiance
- ✿ Vandalism
- ✿ Stealing
- ✿ Threatening behaviour
- ✿ Physical abuse / unsafe behaviour

1. When bad behaviour is recurring or a serious sanction is issued, staff should seek support from the Head of Pastoral Care and consider the underlying causes of such inappropriate behaviour.
2. Children who behave negatively in this way will often be asked to talk to the Head of Pastoral, the Head of Prep or, in extremely serious cases, the Head of School. The record of such incidents must be kept by the Head of Pastoral Care. When appropriate, pupils will take part in the writing of these incidents; targets and further consequences will be explained in this document. Pupils will be asked to sign the report to confirm they are aware of what they have done and how they should behave in the future. The teacher reporting the incident will also sign the book.
3. When staff members feel that it is appropriate and productive, parents will be informed by email, phone or in person. Working with parents is an extremely important part of the process.

**In very extreme cases**, e.g. when children pose a physical or emotional threat or danger to themselves, their peers, their teachers or their environment, they may be asked to leave the school for a short period of time (usually the remainder of the day).

In these cases, which will always be handled sensitively on a one-to-one basis, taking into consideration each individual child's circumstances, the objectives will be to:

- ✿ Explain to both pupil and parents, ways that they can work with the school to improve behaviour
- ✿ Give them the time and space to reflect on what has happened and consider how to change the behaviour
- ✿ Ensure the school environment, pupils and staff are safe and able to function effectively.

In the case of repeated aggressive, violent, dangerous or socially intolerable behaviour, more permanent solutions may be sought, to ensure that all members of the school community are able to fulfil their right to work and study in a safe, productive environment.

These may include a pupil being asked to permanently leave the school community, as they have not been able to follow and adhere to the school rules and expectations, despite having been given continuous support.

***Our primary focus should always be to set high expectations, promote and celebrate good behaviour and give our pupils the tools with which to become successful learners and positive, productive members of society.***

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### **British Schools Overseas (BSO) Standards**

This policy has been written in the context of the UK Government's BSO standards.

### **Policy review**

This policy is to be reviewed, at least, annually by the Compliance Committee and leadership of the school and presented to the Board of Governors for final consideration and approval.

Approved by the Board of Governors

Signed:

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Anthony Jezzi, Chairman

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Louise Simpson, Head

**DATE: October 2018**