



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

PRE-PREP BEHAVIOUR POLICY

Reviewed August 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.”

How we manage behaviour at St. Paul's

At St. Paul's, our key purpose is to nurture the academic and personal well-being and success of all pupils. In order to achieve this, we have a set of guidelines for all members of the community. This involves recognising and rewarding positive behaviour and supporting pupils who have chosen not to follow our Golden Rules / Code of Conduct. Poor conduct has consequences, which are applied fairly and consistently.

The behaviour policy in the Pre-Prep is aligned with the behaviour policies of the whole school.

Principles

- ✿ Pupils learn best in an organised and ordered environment.
- ✿ Pupils learn more successfully with specific and meaningful praise.
- ✿ Pupils' self-esteem is enhanced when they are able to recognise and feel proud of their successes.
- ✿ Pupils learn best when expectations of their work and behaviour are high and the consequences of their actions are made clear and applied consistently.

Aims

- ✿ To create a stimulating and secure environment in which pupils can work and play safely.
- ✿ To guide all children towards developing a positive attitude to learning
- ✿ To ensure pupils are treated equally and fairly.
- ✿ To raise pupils' self-esteem and self-worth.
- ✿ To develop a caring, polite, considerate and respectful attitude towards others.
- ✿ To develop, in pupils, an awareness of their own feelings and an acknowledgement that their actions and words can hurt others.
- ✿ To ensure that the policy is understood and consistently implemented in the department and communicated effectively to parents

Golden Rules

In the Pre-Prep we introduce and reinforce the Golden Rules making them an integral part of school life:

- ✿ **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

These rules are framed and displayed in many different areas of the school. By talking about the Golden Rules in the classroom and through assemblies, we ensure that these expectations are made meaningful to our children, helping them to manage their behaviour positively.

Personal, Social and Emotional Development (PSED)

PSED is a prime area of learning in our curriculum the Early Years Foundation Stage (EYFS) and as such is embedded throughout all teaching and learning in the Pre-Prep.

Quality Circle-Time (QCT) is an explicit strategy that is used to teach and promote the Golden Rules. QCT helps to build class collaboration and a sense of belonging and develops children's social skills by involving all pupils, giving them equal rights and opportunities in an enjoyable and fun context which is highly motivational.

Through the learning of the five skills of:

- ✿ listening
- ✿ speaking
- ✿ looking
- ✿ thinking
- ✿ concentrating

children develop oral language and social interaction skills, including: eye contact, turn taking, sharing, greetings, awareness of feelings, giving/following instructions, listening, attention, inquiry, exploration and play.

Encouraging positive behaviour

It is important that all staff consistently use positive strategies for sustaining good behaviour by:

- ✿ **acknowledging** e.g., 'I am so pleased to see that Daniel is helping Maria to pick up the pot of buttons she has just dropped',
- ✿ **praising** e.g., 'Well done for helping put those books away, Joaquim'
- ✿ **celebrating and sharing**, e.g., awarding a learning certificate or giving immediate, positive feedback

As educators, we have the responsibility to model to our children positive behaviour by:

- ✿ setting a good example of positive relationships through our words and actions.
- ✿ being consistent and fair.
- ✿ maintaining a calm and quiet manner.
- ✿ setting clear expectations.
- ✿ encouraging children to take responsibility for their own behaviour.
- ✿ modelling and involving children in finding solutions to problems and conflicts.

The language of “choice”

Instead of “Don’t push another child” or “If you don’t stop that, you will get in trouble”, we say, “If you choose to push a friend, then you are making the wrong choice and breaking a Golden Rule”. The adult will always take the time to discuss which Golden Rule has been broken and what is the appropriate way to deal with the situation if it ever arises again.

It is important that children understand that they are in control of their own behaviour. Therefore, we need to use language that is explicit and transfers the responsibility for the action to the child. Using the language of choice enables children to be responsible for their behavior. Good choices are positively reinforced and wrong choices have negative consequences.

Golden Time

In the Pre-Prep, Golden Time is used as both an incentive and a sanction system. The purpose of Golden Time is to reward the children that have made the right choices by following the Golden Rules.

Golden Time celebrates successful learning and behaviour and activities are chosen by the children at the beginning of the week so that they have an incentive to look forward to. Golden Time happens on a Friday each week.

PP1s have a short Golden Time each day. They are allowed to bring toys to school that are kept in their bags during the day and used for Golden Time. If the child moves to the sad cloud at any time during the day, then they will watch a 3 minute sand timer before joining their friends. On Friday PP1s have a longer Golden Time like the rest of the school and this will be related to their Friday chart.

Classroom Behaviour Chart

Each classroom has a large, visual display to help children manage and regulate their own behaviour.

The rays of the sun are clothes pegs and each peg represents a child in the class. Children start each day on the sun.

Rewarding positive behaviour

Step 1: The rainbow

If a child shows good understanding and application of the Golden Rules throughout the day he/she is asked to put his/her peg up to the rainbow. This should happen if the child spontaneously and intrinsically goes beyond what is expected – e.g. collaborating with others in the class to complete a task or project, caring for a friend who has hurt themselves, etc.

Step 2: The star

If a child continues to make the right choices, then he/she is asked to move his/her peg further up to the star. Adults will take the time to talk about the positive behaviour and celebrate this with the class.

If a child has reached the star 5 times he/she is entitled to a special treat (this is decided by the children of each class). The children do not necessarily need to end the day on the star.

Golden stickers

Golden stickers are awarded in specialist lessons, as well as in the dining hall and playground for individual children who show good understanding and application of the Golden Rules. This should happen if the child spontaneously and intrinsically goes beyond what is expected (e.g. helping others to solve a problem in the playground, taking the time to show others how to use a piece of equipment etc.)

When the child goes back to the classroom he/she can show the golden sticker to the teacher who will take a moment to enthusiastically celebrate the reason for each child's success. The child will then get to move their peg up the chart.

Jar of good choices

This is a reward system for the whole class to work towards a common goal (e.g. moving around the school safely as a class). It allows the class to celebrate and acknowledge success with a view to working as a team.

At the beginning of term, the class should come up with acceptable rewards that can happen at the end of the school day once their jar is full (2 – 2.30 pm).

Pebbles for the jar of good choices will also be given for achieving success in specialist lessons, in the dining hall and in the playground. The emphasis during these times outside the classroom should be on the whole class working together, and an opportunity for children to work together to receive a pebble for their jar.

Monitoring negative behaviour

Step 1: warning

If a child is making a wrong choice, the adult gently reminds him/her about the Golden Rule that they are breaking (first warning).

Step 2: cloudy sun

If the child fails to respond to the warning, the adult takes the time to talk to the child about the wrong choice that they have made, referring once again to the Golden Rules. The child then moves his/her peg down to the cloudy sun.

Step 3: sad cloud

If a child chooses to break the same or another rule while his/her peg is on the cloudy sun, he/she will be asked to move his/her peg to the sad cloud. At this time the child will be spoken to by an adult in order for them to understand why their behaviour is unacceptable and the child will be given some thinking time. For PP1 and PP2 pupils are given three minutes of thinking time, and PP3 are given five minutes. Thinking time will take place on a stool, with

a sand timer, close to where the child made the wrong choice, but far enough away for reflection. Thinking time should never take place in an isolated part of the classroom.

At all times children should be encouraged to follow the Golden Rules, so that he/she can move their peg back up throughout the remainder of the day. The adult will say "Good choice for following..." and must explain why or ask if the child knows why they have been asked to move their peg up again.

Step 4: missing Golden Time

Any child who wasn't able to improve their behaviour by following the Golden Rules, will end the day with their peg on the sad cloud. In this instance he/she will be required to miss some of their Golden Time on Friday afternoon. For PP1 and PP2 three minutes will be missed and five minutes for PP3. If this happens the child will be asked to sit away from the activity area, while looking at the sand timer.

The sand timer is used to show the child how long he/she must wait before being allowed to join in the activities. The child must sit and watch the timer quietly. When it is finished he/she will be invited back enthusiastically for the rest of Golden Time.

All children will finish Golden Time together and the shared fun will become the memory – not the image of a child outside.

NB: In specialist lessons, in the dining room or playground the negative behaviour is monitored in the same way and communication with the class teacher takes place so that when returning to their class a child is placed correctly on the behaviour chart.

A child will miss 3/5 minutes of Golden Time for each of the days that they have ended on the sad cloud.

Serious behaviour incidents

It is our priority to keep children safe and secure in school. Children are well supervised and their wellbeing is paramount. On the rare occasions that a serious behaviour incident takes place (e.g. a child is physically or emotionally harmed by another child) class teachers or the Head of Pre-Prep will contact the parents of the children involved by telephone, explaining what happened in full. The incident will also be logged on electronic school records.

Any serious behaviour issues should be sent straight to the Head of Pre-Prep or Deputy Head of Pre-Prep.

Coming off the chart

Some children have difficulty managing their behaviour and will require extra support. All children's personal, social and emotional development is tracked and class teachers identify promptly if a particular child requires an individualised strategy in order for them to make positive progress.

In extreme cases, we may feel that a child would benefit from coming off the chart for a while. In this case, although he/she should still follow all Golden Rules, we will focus on one to start with. For example, if it is the Golden Rule "We are gentle" then the focus will be on

allowing the child to feel success in this area and feedback will be focused in this specific area.

Class teachers should seek support from the Head of Pre-Prep and if necessary the Learning Support Unit in order to meet the needs of individual children.

Record keeping and communication

Children's personal, social and emotional development is recorded and shared with parents through Tapestry, an online learning journal. This celebrates children's achievements and teachers are able to suggest next steps in the child's learning.

In addition, all class teachers keep a record of each child's movements across the behaviour system in order to monitor the behaviour over a greater period of time and allow him/her to share each child's successes and needs with his/her parents.

Electronic records are kept on ISAMS

The categories are:

- ✿ Reached the Star (reward) –if child reaches star at any point of the day this should be logged, not only if child is on a star at end of the day
- ✿ Ending the day on a Sad Cloud (sanction) if a child is on sad cloud at end of the day

Three other important categories in ISAMS help us monitor each child's emotional and social needs:

- ✿ Personal, social and emotional issues (e.g. difficulties managing feelings and behaviour, self-confidence, self-awareness and making relationships e.g. feeling lonely, teasing, biting, hitting, etc.)
- ✿ Health and self-care (e.g. problems eating, toileting accidents, difficulties with personal care, poor hygiene)
- ✿ General concerns (e.g. patterns in behaviour e.g. cries every morning when coming to school, is withdrawn and tired etc.)

The electronic records are kept in addition to communication between home and school. No record should be kept electronically on a child without parents being spoken with to discuss the concern either at the end of the day or through the school diary.

The formal involvement of parents by the Head of Pre-Prep will take place if there is an incidence of more serious behaviour or repeated incidences of concern. This will also be the case if a child is not responding to the behaviour system and positive reinforcement. Children will be supported on an individual basis taking into consideration each child's circumstances, with the objective of explaining to parents about approaches that can be reinforced both at home and at school.

British Schools Overseas (BSO) Standards

This policy has been written in the context of the UK Government's BSO standards and should be read together with the information available on our school website at www.stpauls.br

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 on xxx

Signed:

Anthony Jezzi, Chairman

Louise Simpson, Head

Date

DATE: xxxxxxxx