



Abingdon Prep School

Pre-Prep Behaviour Policy

This policy applies to pupils in the EYFS and Years 1 and 2.

It is expected that the school will enjoy the full support of all parents in implementing this policy.

Introduction

Abingdon Prep School has high expectations of pupils' conduct and behaviour which is understood by all staff and pupils and is applied consistently and fairly across the school.

With an emphasis on positive behaviour management, the school aims to create a calm and safe environment where pupils can learn and thrive. Disruption to teaching and learning through unacceptable behaviour is not tolerated and proportionate action will be taken.

Bullying, physical threats, abuse and intimidation are not tolerated and will be dealt with in accordance with this policy and, where appropriate, the Anti-Bullying Policy and Anti-Cyber Bullying Policy.

Rights

All pupils have a right to:

- Develop their potential in all aspects of the curriculum
- Be safe
- Be treated fairly and with consideration and respect.

All staff have a right to:

- Teach or carry out their responsibilities
- Be safe
- Be treated fairly and with consideration and respect.

Rules

Upholding the school's rules is essential to maintaining these rights.

All members of the school must obey the laws of the land. If a pupil disobeys a law of the land, whether in school or out of school, this may mean that outside agencies or authorities become involved and may endanger the pupil's place in the school.

In the Pre-Prep department we refer to Pre-Prep values and always aim to emphasise a positive focus. Our overarching Values are:

Be Kind. Be Careful. Be Smart. Be Safe.

Pupils are encouraged to comply with the values by all staff involved with the Pre-Prep in all aspects of school life.

This will include, but not be restricted to:

- Explaining the Pre-Prep values to all pupils in Pre-Prep in the first assembly of the year.
- Ensuring that the values are on display.
- Staff modelling the values reinforcing and actively teaching them on a daily basis in class, through PSHE lessons and applying them consistently throughout the school day.
- Rewards and consequences are clearly linked to our values.
- Pupils can share their concerns and worries with all Pre-Prep staff members. Each class also has a worry monster where children discreetly share if they have a concern.

Responsibility

It is the responsibility of members of Abingdon Prep School to uphold the Pre-Prep values in order to maintain their rights.

Staff involvement

All staff are involved in implementing this Behaviour Policy under the guidance and with the support of the Head and his Leadership Team.

New staff will receive training from the Leadership Team about the implementation of the Behaviour Policy and all staff will be involved in periodic reviews and training.

A designated governor meets at least once a term with the Deputy Head to discuss behaviour and review behavioural logs.

Pupil involvement

All pupils will be introduced to or reminded of the Behaviour Policy via the Pre-Prep values at the start of each academic year. This will be via assemblies and in class. There will be regular reminders of behavioural expectations and routines throughout the year.

Rewards and Consequences

- Pupils are rewarded for compliance with the Pre-Prep values.
- Pupils receive consequences for breaking the Pre-Prep values.
- The Pre-Prep values and the reward and consequence system is active at all times when pupils are either in school uniform or under the school's guardianship. This includes travel to and from school and at all times when on trips organised by the school.

Visual Behaviour Display:

All Pre-Prep classes visually display the Pre-Prep values, which have been agreed to and signed by the class during the first days of the Autumn term.

Merits for Achievement

All use standard vocabulary – merits.

Children can be rewarded with merits for personal academic achievements and for upholding the Pre-Prep values.

Reception children put their merit token in their House jar for a combined effort from the group from the Spring term onwards. Year 1 also use the merit token from the start of the year, These are added to the school merit chart at the end of each half term in order to be counted towards the House Cup winners total.

Year 2 have individual merit cards in their classroom. This records up to 100 merits per sheet and stays at school until the end of the academic year. Certificates will be awarded in Pre-Prep assembly at key intervals and these will go home.

Misbehaviour

Corporal punishment is not used at Abingdon Preparatory School.

No pupil has permission to directly or indirectly discipline another pupil.

The safety of the children is paramount. Physical behaviour is not acceptable and will be dealt with in accordance with the age and stage of the children.

For behaviour classed as bullying, reference should be made to the Anti-Bullying and/or Anti-Cyber Bullying Policies in terms of the procedures to be followed; however, this policy details the consequences that may be applied in conjunction with those policies.

We emphasise that behaviour is a choice, every child has ownership of their own behaviour and can make good or bad choices in relation to the Pre-Prep values. Behaviours that break the Pre-Prep values are referred to as bad choices and the consequence of this is stepped accordingly. See below:

Step 1 - Reminder (straight to step four for a dangerous choice or bullying).

Step 2 - Individual reminder. Verbal warning given.

Step 3 - Reflection time - Missing some play time and/or lesson time (10 minutes of play time for reflection for KS1).

Step 4 - Incident logged, parents contacted and Head of Pre-Prep informed. Step 5 - Head of Pre-Prep

Step 6 - Involving Head

* Reception children, staff and parents work very closely together in order to develop effective understanding of behaviour expectations. They follow the same steps above, but with an understanding of their developmental stages and age.

Refer to the detailed outline below.

Every child and behaviour is different and the adult dealing with the specific event will assess the severity of misbehaviour and initiate the procedures below, but could jump straight to step 3, 4, 5 or 6 if necessary.

In the Pre-Prep our children are developing and learning a positive work ethic and as such require support and reminders that encourage a purposeful learning environment. With the examples listed below we would determine that there would be a consequence for persistent or repeated behaviour. These lists are by no means exhaustive.

Examples of behaviours for Step 1:

Not listening to teacher instruction, refusing to respond to teacher request, interrupting, disturbing others work, or answering back.

Examples of behaviours for Step 2 and 3:

Carelessly throwing items in the classroom (or corridor), not telling the truth, inappropriate language, taking and/or hiding others possessions, unintentionally leaving lesson without permission, and breaking values as listed in Step 1.

Examples of behaviours for Step 4,5 and 6

Deliberately defacing one's own or others work/books/school property etc.

Deliberate push, deliberately physically hurting another child causing pain and/or leaving marks on body, bullying, swearing, making racist or homophobic comments or using other offensive language, deliberately damaging or breaking school equipment, stealing, running away.

Steps of Procedure – usually carried out by form teacher.

Specialist teachers to implement step 1 and 2 and then work with the form teacher for more serious incidents. Form teacher works with Head of Pre-Prep and/or Head when needed for steps 3 to 6.

Step 1 – Reminder

If a Pre-Prep value is broken, a verbal reminder will be given.

Step 2 – Individual Reminder - Verbal Warning Given

If a Pre-Prep value is broken again then an individual verbal warning is given. Positive expectations are reinforced and potential consequences are outlined if the behaviour continues.

Step 3 - Reflection Time

If the bad behaviour continues or a more serious incident occurs, the children will have reflection time either within the lesson or next playtime will be missed– supervised by the teacher on duty. After 'reflection time' the pupil will explain to an adult what they have done wrong, which Pre-Prep value had been broken and what was the better choice to make. Their class teacher will be informed verbally if they had not directly dealt with the incident. If a child continues to repeat bad choices that lesson or later that day, the class teacher will find an opportunity to discuss with the child away from the rest of the class.

Step 4 - Incident logged, Parent contacted, Head of Pre-Prep informed

If the bad behaviour continues or a more serious incident occurs, the child will have time to reflect and could be removed from the situation. The form teacher will discuss with the child what value has been broken/bad choice has been made and ensure that they fully understand what they have done. This will be reported to parents verbally and/or with an email to confirm the events and conversations had with the child. A record will be kept and the Head of Pre-Prep notified and will meet with the child on a 1:1 basis to help the child understand their behaviour and move on positively from the situation.

Step 5 – Head of Pre-Prep

If the behaviour persists, or for a one-off incident that is deemed very serious (see examples above) the Head of Pre-Prep will meet with the child and explore the situation, recording any notes. The Head of Pre-Prep will review and monitor the pupil's behaviour with the class teacher

and child on a daily basis or as appropriate. The Head of Pre-Prep will invite parents for a meeting and decide a plan to move the behaviour/situation forward. All conversations will be logged.

If the decision is made for the child to be temporarily excluded from playtimes, adequate supervision will be arranged between the form tutor and the Head of Pre-Prep.

A pupil's age, understanding and stage of development will be taken into consideration when determining whether the concern warrants a Step 6 action.

Step 6 – Head action

If a child continues with the same or similar breaches of the Pre-Prep Values following the initiation of Step 5, or a one-off incident occurs that is deemed of the utmost severity (see examples above), the class teacher and Head of Pre-Prep will inform the Head immediately who will call parents in for a Head's meeting. A Head's meeting will only take place once a thorough investigation has occurred in which all parties concerned (pupils and staff) will have an opportunity to explain what happened and the Head and his Leadership Team have agreed that the incident(s) warrants such a meeting. The meeting may take place with the pupil and parents together or with the parents alone initially. Evidence, without names to identify pupils, will be shared with parents and the Head will explain the course of action to be applied.

A meeting between the Head, pupil and pupil's class teacher may take place in which the Head will explain to the pupil the gravity of the situation, the manner in which it contravenes the Pre-Prep Values and will talk to the pupil about the incorrect choices made and how different choices could be made in the future. Any task will be proportionate to the age and understanding of the pupil and will aim to support the pupil to reflect on their actions. A written summary of the Head's meeting will be made by the class teacher and placed on the school database under the pupil's profile and remain on record.

A temporary suspension or permanent exclusion may be applied and the procedures outlined in the Exclusion Policy will be followed, including a 'reintegration meeting' with the Head (or a member of his Leadership Team in his absence) after a suspension.

Banned Items

The Education Act 1996 expressly prohibits the following items being brought into a school by a pupil:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that a member of staff reasonably suspects or is likely to be used to commit an offence or cause personal injury to, or damage property of, any person
- tobacco and cigarette papers
- fireworks
- pornographic images

Should such items be brought into school, the Headmaster and his Leadership Team will deal with the matter both in accordance with this Behaviour Policy, the Search and Confiscation Policy and, if appropriate the Exclusion Policy.

Behaviour Outside School

The school may sanction pupils for behaviour which occurs out of school, including online behaviour, when such behaviour:

- takes place in a school organised or school related activity
- takes place when travelling to or from school
- takes place when a pupil is in school uniform or identifiable as a pupil at the school
- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school

Special Educational Needs

We recognise that for a small number of children with Special Educational Needs or disabilities, there may be occasions where it is inappropriate to use the whole school reward and consequence system. In such circumstances and in accordance with the Equality Act 2010, reasonable adjustments may be made. At the discretion of the form teacher, Headmaster, Deputy Head, Head of Pre-Prep or SENCO, more individualised strategies may be employed. An individual behaviour plan may be agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate by the school and where such services can only be accessed by parents, the school may request that parents contact these services (e.g. Educational Psychologist) to allow the pupil's behavioural needs to be understood by staff and all reasonable attempts made to meet these needs. These strategies will be clearly explained to all members of staff who teach the child in different departments e.g. Sport, Science, Music, ICT, French.

Staff will try to anticipate likely triggers of poor choices for pupils with special educational or additional needs and put in place support to prevent these. This might include strategies such as movement breaks, reward charts, withdrawing for a 1:1 talk with a teaching assistant, adjusting seating plans to enable the pupil to be closer to the teacher or teaching assistant.

Safety of the child and all members of the school community are first priority:

- 1) The teacher will try to verbally withdraw child from incident/room if possible, away from situation.
- 2) Time and space for the individual will be given to self-calm in a quiet environment.
- 3) If the child does not respond to verbal requests to move away, the rest of the class will be moved to a safe place and use the red card to summon immediate help from another adult. Each classroom has an emergency red card in an accessible place (by the light switch by the main door into the room) that can be used in emergencies. A child will take the card to the nearest teacher/school office and present the card stating the room.
- 4) If the behaviour persists and the child is not calming down, the Head of Pre-Prep or Deputy Head will support the adults and remain with the child while parents are contacted to come immediately to school to collect the child.
- 5) If an occasion occurs where physical intervention is required, the parent/carer would be notified as soon as practicably possible within the same day and a report collated.

Dealing with outbursts of physical behaviour:

If a child poses an immediate physical threat to himself or others, minimal physical restraint may be used for the briefest time possible to ensure the safety of individuals. At no other time will physical restraint or force be used.

Protected Characteristics

We strive to make sure that our pupils feel safe and happy at all times. As such we embrace and celebrate equality and diversity. If any behaviour targets a Protected Characteristic we are required to make a note of this in the Pre-Prep to ensure that we can support anyone affected and take action to prevent it occurring again. The Protected Characteristics (Equality Act 2010) are as follows - age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex or sexual orientation.

Escalation of Behavioural incident to Bullying and/or Safeguarding incident

If an unkind behaviour is repeated over and over again it may fall within the school's definition of bullying. The behaviour will be dealt with in accordance with the Anti-Bullying and/or Anti Cyber Bullying policies, and pupils involved supported as set out in those policies.

If a behaviour has initially been logged on the Register of Consequences for Serious Misconduct but becomes a bullying matter, a note will be made on and link provided to the Bullying Log, which will be monitored by the Deputy Head

A behavioural incident will be treated as a Safeguarding incident when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm (physical or mental). The Designated Safeguarding Lead (DSL) will become involved and the matter may need to be reported to external agencies such as the police or social care. A note will be placed on the Register of Consequences for Serious Misconduct if the matter has been referred to the DSL who will keep any relevant information or records in the confidential electronic safeguarding folder.

Head of Pre-Prep

Last Internal Review: November 2024

Last Governor Review: November 2024

Next Governor Review: November 2025