

The Villa Pre-Preparatory School

Behaviour Policy

At The Villa we aim to be a school where children enjoy learning, embrace challenge, develop high self-esteem and feel happy.

This policy is based on our ethos of proactively supporting the children to develop positive behaviour strategies. To empower our children with the tools and skills to be able to self-regulate and respond to challenges in everyday life.

Rationale

This document provides a framework for the creation of a happy, secure and safe environment in which children can learn and develop as caring, happy and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

Aims

- To understand and manage their own feelings and behaviours
- To ensure a safe, caring and happy school
- To promote good citizenship
- To handle difficult emotions
- To articulate and respond to challenges set
- To promote resilience
- To promote self-discipline
- To prevent bullying
- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To deliver more verbal positives than negatives
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school - teaching and non-teaching staff
- To ensure that parents or carers are informed and are aware of the Behaviour Policy
- To provide a system of rewards that encourage good behaviour and aid the adaptation of inappropriate behaviour
- To ensure the children are aware of what constitutes 'good manners', and to encourage these at every opportunity

Principles

Every child has the right to learn without disruption. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the Proprietor, parents, carers and others in the community.

Our principles are shaped around the “Five Cs”: community, challenge, confidence, curiosity and care. We believe these are the five vital elements of an effective learner.

This policy will apply to all children unless a specific variation is agreed in their behaviour plan/risk assessment. This will be discussed and agreed with parents and all staff will be informed.

Responsibilities

All members of the school community - teaching and non-teaching staff, parents, carers, and pupils, work towards the school aims by:

- providing a happy, secure and safe environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and learning
- rejecting all bullying or harassment in any form
- helping the children and adults to develop strategies to ensure there is positive behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other

The school has values which children of all ages and abilities are able to understand and recognise. Our school are explored, explained and reinforced through PSCH lessons, assemblies and every day school life.

The Villa Values

At The Villa we follow the Villa Values

- I respect myself, others and the things around me
- I am gentle and kind
- I always try my best

The Villa Values will be displayed in all classrooms, and at various strategic points inside and outside the school and in home school diaries.

Praise and rewards

All members of the school community will do things which deserve to be praised. During the course of each term, teachers should find an opportunity to praise every pupil, in their class, individually. Praise is not a one-way exercise. At The Villa we will actively encourage pupils to praise staff, and colleagues to praise each other. Praise must be given for progress, using 'tools' to regulate or for growth mindset, not just for high quality work. It must be possible for all pupils to receive the same level of positive feedback regardless of their academic development.

Praise is most effective when:

- it relates to a specific task or action
- the recipient is clear about what they are being praised for
- the praise is given in a form which the recipient values
- it is given consistently and fairly
- it is earned
- the effect upon others, other than the recipient, is positive

Praise is less effective when:

- it is awarded for vague accomplishments
- it embarrasses the recipient
- it is selective and exclusive
- it is given too easily and spread too widely
- the effect upon others, other than the recipient, is negative
- it focuses too much on the unusual or exceptional

An outline of recognition and forms of positive praise

Rather than encouraging children to only respond to external rewards, we use targeted praise to develop a child's intrinsic sense of worth and supports a growth mindset.

- Verbal praise (private and public) positively offered throughout the day to all children
- Written teacher comments
- Award stickers for effort and for improved and excellent work.
- Display of all children in learning environments
- Message home
- Achievement certificates presented by the Headteacher
- Postcard home from the Headteacher to recognise significant achievement
- Public celebration in assembly or newsletter
- Lunchtime awards and stickers will be given to reflect good manners and trying different foods.
- Children earn Tool Tokens to be 'spent' in the 'Token Shop' at the end of each term.
- Class based reward systems for example marble jars

The Villa's Tool Tokens

At the Villa we use 'Tool Tokens' to support the use of core skills that support children's emotional development.

We encourage our parents to use the same language at home as we do at school and the tools can be found in home school diaries.



Supporting challenging behaviour

It is important that any sanction or consequence are applied consistently by all adults. We would expect that the stepped sanctions/consequences will be effective for 95% of the children 95% of the time.

There may be times where a child will need a specific individual plan to address particular concerns or behaviours. This may include a risk assessment or the involvement of outside agencies. This will be discussed with parents before implementation.

Stepped Approach

By having a stepped approach, it means that the child can be praised for making the right choice at every stage and getting back to the green. It is important to recognise that the majority of children will need reminders at some times and is not an indication of 'poor behaviour'. The key is to help children calm down and make the right choice, not to punish but to give clear boundaries that support challenging behaviour. **Use a compassionate approach to behaviour management, modeling empathy and understanding**

STEP 1

Blue Stop and Think card indicates that the child is beginning to make the wrong choice. It may be that the child will need to understand why this card has been shown.

STEP 2

Yellow Warning Card- The child may need verbal support. This is the time to try and de escalate and co regulate through a situation. Identify feelings. "You are angry and feel left out...." "You are frustrated you didn't win...." . Think about how you can use your tools to get back into the green zone.

STEP 3

Red Card. Direct child out or to a designated space

Allow child time to self-regulate and decompress—or time for co-regulation and support. Toolbox time. Use limited verbal interaction if the child is in the Red Zone.

Reflection time. Use restorative conversations alongside the child to reflect on triggers, thoughts and feelings and what might be able to help next time.

Offensive language

Incidents of offensive language will be recorded and the parents will be informed, detailing the language and the circumstances in which it was used.

Sanctions for extreme behaviour

Certain totally unacceptable behaviours bypass the stepped approach above. Examples would include:

- Pre-meditated attack
- Unprovoked attack
- Physical aggression towards others which leaves a mark e.g. biting, hitting, kicking etc.
- Repeatedly leaving the care of the adult in charge, and not responding to warnings
- Other repeated behaviour where there has been no response to warnings

If the behaviour of a child or children becomes a danger to the class, the Class Teacher should remove the class for their own safety and take them to another room and let the Headteacher know.

These behaviours result in seeing the Headteacher immediately and a letter being sent to the parent, outlining the behaviour that has taken place. The school will endeavour to contact the parent before the letter is sent home. The Headteacher will investigate the incident. The parent will be invited in to discuss the situation and to develop, if appropriate, with the school, a behaviour improvement plan. Ultimate sanctions for non-cooperation or non-compliance with the behaviour improvement plan could result in exclusions of some kind.

If a pattern of behaviour is noticed

If staff notice a pattern of behaviour e.g. children receiving multiple 'time outs' during the same lessons, time of day, day of the week, staff may be asked by the Headteacher to complete an ABC form. This will be discussed with parents and an individual behaviour improvement plan will be drawn up.

The aim of this plan would be to:

- Inform and engage the whole school and parents
- Reduce anxieties surrounding the behaviour
- Direct child to a place of safety or calm space (Adult to put themselves in between child and behaviour)
- Ensure that observations and evidence for further analysis of behaviour is available to develop an understanding of the behaviour
- Identify when behaviour that challenges is most likely to happen, situations in which it is less likely to happen and what the very early signs of difficult behaviour are
- Choose a target behaviour that can be systematically rewarded. (Immediate, tangible rewards are most effective)
- If required, use a 'Home School' book to share behaviours (both positive and negative) with parents
- Ensure other pupils are supportive of behaviour modification and feel secure

Informing Parents

It is important that 'low level' behaviour is addressed in school and when the children make 'the right choice' to correct their behaviour. We will notify parents if there are any serious behaviour incidents, if they have been sent to see the Headteacher and if staff start to notice a pattern in behaviour. In the first instance this discussion will be with the class teacher.

Monitoring

A copy of this policy will be shared with all staff.

A brief working summary will be available for supply staff.

The class teacher is responsible for overseeing the operation of this policy for all children in his/her class.

The Headteacher will continually monitor the behaviour throughout the school and review this policy annually.

Filling in an ABC Observation Record Sheet

- Record what happened before (Antecedent)
- Record what happened (Behaviour)
- Record what happened afterwards (Consequence)
- Record the date and time the behaviour took place
- Record where the behaviour took place
- Record which other children and/or adults were involved
- Write down observations immediately or as soon as possible after the event
- Be as objective and factual as possible
- Show only what happened, not your opinion.

Using ABC Observation Record Sheets

Using the observations you have made:

- Think about what may be causing the behaviour
- Is there a pattern to the activities in which the child is involved?
- Is the child involved in something he/she finds difficult?
- Is there a pattern to the other children or adults present?
- Is there a pattern to the antecedent? Do certain things trigger the behaviour?
- Is there a pattern to the time of day when a particular behaviour happens? E.g. Is it at the end of the day when the child is tired/just before lunch when he/she is hungry/at the beginning of the day when he/she is upset at leaving his parent or carer?
- Is there a pattern to the place where the behaviour occurs E.g. The outdoor play area/quiet area/role play area?
- Is there a pattern to the consequences?

ABC Observation Record Sheet

Child's name:

Date of Birth:

Date of observation:

Reason for observation:

Observation made by:

Time, Date and Place	Antecedent (What happened beforehand)	Behaviour (Exact description of what the child did)	Consequence (What happened afterwards?)	What was the outcome?	Staff initials
MON/TUE/WED/THU/FRI AM PM Classroom / playground / toilets dinner hall / transition / <i>other</i>					
MON/TUE/WED/THU/FRI AM PM Classroom / playground / toilets dinner hall / transition / <i>other</i>					
MON/TUE/WED/THU/FRI AM PM Classroom / playground / toilets dinner hall / transition / <i>other</i>					
MON/TUE/WED/THU/FRI AM PM Classroom / playground / toilets dinner hall / transition / <i>other</i>					

