



Rossall

INSPIRING EXCELLENCE

Behaviour Policy Preparatory School & EYFS (Rec)

SLT Lead: Head of Prep	Date Reviewed: Lent 2023
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Rossall School recognises that effective teaching and learning can only take place in a caring, well-ordered environment. At Rossall our behaviour policy is applied fairly and consistently, without regard to race, gender or seniority. Good discipline is important for the growth, welfare and development of our pupils. In this regard our pupils are given clear expectations, effective pastoral support and opportunities to build good social relationships. High standards of behaviour, manners and discipline are expected of all pupils at all times. Pupils are expected to behave in such a way as to be a credit to themselves and to the School. This is the Prep School policy and works in line with/is an extension of the Senior policy which can be found [here](#).

At Rossall Preparatory School, we recognise that the children's sense of happiness and wellbeing is paramount to their achievement across all areas of the curriculum and School. We will emphasise intellectual mastery, academic ambition and positive behaviours, as we build qualities of character which directly link to the Prep School's values:

- Respect
- Collaboration
- Courage
- Independence
- Perseverance
- Curiosity

Aims and expectations

- It is a primary aim of our School that every member of the School community feels valued and respected, and that each person is treated fairly and well.
- We are a caring community, whose values are built on mutual trust and respect for all.
- Our strategies for dealing with behaviour are designed to support the way in which all children can live and work together in a supportive way.
- We aim to promote an environment where everyone feels happy, safe and secure.
- Staff promote positive behaviour management at all times.
- Children need to have set boundaries of behaviour for their own safety and the safety of their peers.
- Within the EYFS and Prep we aim to create and maintain boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and those around them.

The Prep and EYFS recognise the importance of adult's behaviour as a role model for children, by using positive behaviour management as an effective way to set boundaries and manage behaviour in the school environment.

The Head/Deputy of Prep School, Head of Pre-Prep and EYFS Lead shall ensure that the parents are fully informed about and support the actions being taken to challenge unacceptable behaviour.

Corporal punishment (slapping, smacking, or shaking) IS NOT used or threatened at Rossall

Roles and Responsibilities

Council: has a role in promoting good behaviour, to review the relevant policies and support the school in maintaining standards thus ensuring an orderly and safe environment for Pupils and staff.

Head of Preparatory School: supported by the Deputy Head of Preparatory School, Head of Pre-Prep, Headmaster, Senior Deputy Head, and Deputy Head (Safeguarding and Boarding) is responsible for the day to

day management and implementation of the policy and procedures and supporting staff in ensuring positive behaviour.

Teachers and Support staff: will be responsible for ensuring the policy and procedures are followed and consistently and fairly applied to all pupils. Discipline in the classroom and around the school is the responsibility of all teachers.

Parents: are expected to take responsibility for the behaviour of their child. They will be encouraged to work in partnership with the school and will have the opportunity to raise any issues with the school.

Pupils: will be expected to take responsibility for their own behaviour and to report any breaches of this policy.

Principles of Positive Behaviour Management

- We aim to build children's self-esteem and positive behavioural habits through developing and using: trust, praise, respect, responsibility, expectations, and fairness
- Positive behaviour is rewarded through the use of praise and positive encouragement
- We recognise and value the individuality of all our children
- We work in partnership with the children's families to ensure consistent adult responses to behaviour
- Encourage self-discipline and respect for themselves, each other, our surroundings and property
- We aim to hold developmentally appropriate realistic expectations for each child
- Being positive role models by setting a good examples
- Develop each child's ability to think for themselves and learn to take responsibility for their actions

Contextual Safeguarding

Staff will consider the extent and motive of a pupil's behaviour and consider whether it raises any concern for the welfare of the pupils involved. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside school, they should follow the procedures set out in the school's Safeguarding and Child Protection policy and discuss their concerns with DSL without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with pupils' parents accordingly.

Rewards

We celebrate the social, physical, creative and academic achievements of our pupils in many ways and celebrate individual and collective effort and achievement. We reward our children for their positive endeavours, be they related to academic achievement, progress, effort or acts of kindness and good citizenship.

Across Pre-Prep and Prep School, all of the following recognitions for effort and achievement are appropriately used depending upon the age of the children.

Celebrations and awards include:

- Stickers and stamps
- ClassDojo Points
- House Points
- Treasure Chest Book Awards
- Assemblies

- Weekly certificates of achievement - celebrated in the newsletter
- Headmaster Award
- Reading Challenge Awards
- Notice Boards and displays
- Rainbow Challenges in areas of continuous provision (Reception only)
- Golden Time
- Prizes, awards and certificates for academic effort, progress and achievement
- Annual prizes, awards and certificates for academic effort, progress and achievement.
- Prizes, awards and certificates for effort and achievement in Sport, Music, Art and Drama.
- Award of House Captains, School Captains and a variety of other leadership roles in school.

Achievement is celebrated in assemblies and is part of the weekly newsletter.

Managing Unacceptable Behaviour

Although the school and the policy has an emphasis on promoting positive behaviour, it is necessary to identify what is considered to be unacceptable, and the actions that should be taken, if required. The Behavioural Sanctions chart (Appendix 1.) is followed where behaviour is deemed unacceptable.

- Unacceptable behaviour is considered to include: lack of engagement in learning, low-level disruptive behaviour, aggressive or unkind verbal behaviour towards others, refusal to carry out reasonable instructions, negative comments relating to race or sexual orientation, bullying, online abuse
- To diffuse difficult situations, staff may try to distract children by offering an alternative activity. If this is not possible then intervention using reasoning with the child(ren) should be attempted to resolve the situation, to develop children's understanding of actions and their potential consequences
- Failing this it may be necessary to take further appropriate steps such as using a short time out period to allow calm to be restored
- Any actions leading to another child or adult being harmed must be recorded. A discussion will be held with the parents and support given, where appropriate
- Prep children who display behaviour that contradicts the Code of Conduct, will be seen by the Deputy Head of Prep School and given a reflective Code of Conduct (Appendix 2.) exercise to complete
- If a child displays an increased level of difficult behaviour on a regular basis the matter needs to be brought to the attention of the Head of Prep School who will be able to support staff and suggest an appropriate action plan. This may include a further sanction such as a report card to monitor behaviour. The action plan may be drawn up in partnership with the child's parents and we will endeavour to work together to resolve the situation
- Parents are kept informed on any actions taken within the Prep or EYFS that go beyond a Code of Conduct, and any further strategies put into place will need to be fully supported outside of the setting
- Sanctions applied in the case of unacceptable behaviour must take into account the age and stage of development of the child, be relevant to the action or actions, and be fair

Physical Restraint

Wherever possible the use of physical intervention/restraint by a member of staff is avoided. However in the rare case, where necessary and appropriate, reasonable physical restraint may be used to control a situation.

All staff understand their roles and responsibilities with regard to behaviour management. The attitude and behaviour of all staff is essential in creating and maintaining a positive ethos within the setting and a team approach helps to provide positive role models for children.

In accordance with the DfE's guidance Keeping Children Safe in Education (September 2022) and Use of Reasonable Force (July 2013), force will only be used when immediately necessary and for the minimum time required to prevent a student from doing (or continuing to do) any of the following:

- (a) committing a criminal offence;
- (b) injuring themselves or others;
- (c) causing damage to property (including their own)

As stated in the Code of Conduct for Staff, any physical restraint is only permissible when a child is felt likely to inflict an injury on themselves or on another and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of Staff should, if possible, be present as a witness if prior to communication with a pupil it was judged that the pupil was in an agitated state. All incidents of this kind will be recorded and a record kept centrally by the Head of Preparatory School.

Expectations at EYFS (Rec)

Children in the EYFS (Rec) are in their most formative years with regards to understanding that they control their own behaviour and that actions are a choice. Behavioural expectations are explained through a variety of mediums to ensure that all children are aware in a language which is most age appropriate. All staff are responsible for managing children's behaviour in an appropriate manner.

Where physical intervention is taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary, we keep a record of any such occasion, and parents and/or careers are informed on the same day, or as soon as reasonably practicable.

Serious Misbehaviour

Serious misbehaviour is behaviour that may result in the imposition of an internal exclusion, temporary exclusion or permanent exclusion. Examples of such behaviour may include but is not limited to the following:

- Persistent attitudes or behaviour which are inconsistent with the ethos of Rossall Prep
- Theft, blackmail, physical violence, intimidation, racism and persistent bullying, including cyberbullying
- Misconduct of a sexual nature, supply and possession of pornography or indecent images
- Vandalism and computer hacking
- Making and/or sharing unauthorised recordings of staff or pupils
- Malicious accusations against a member of staff
- Other serious misconduct towards a member of the School community or which brings the School into disrepute (single or repeated episodes), on or off the School premises

Sanctions for serious breaches of behaviour include:

- Report Card
- Internal suspension
- External suspension
- Permanent exclusion.

For further information regarding temporary or permanent exclusion, please refer to the Senior School Behaviour Policy.

Linked policies and documents:

Prep Assessment, Recording & Reporting Policy
 SEND Policy
 Parent Handbook
 Prep Curriculum Policy
 Prep Teaching & Learning Policy
 Prep Anti-Bullying Policy
[Keeping children safe in education 2022](#)
[Use of Reasonable Force 2013](#)

Appendix 1.

Behavioural Sanctions for Rossall Preparatory School

Level	Offence	Action	Supervisor	Communicate	Further Action
1	Minor Misbehaviour	Verbal action Code of Conduct issued and completed	Relevant member of staff	Staff → Form Teacher	Completed Code of Conduct filed by DH (iSAMS)
2	Misbehaviour	Code of Conduct issued and completed. Pupil misses playtime, where they complete a writing task relevant to incident	Relevant member of staff	Staff → Form Teacher → Parent via email/phone call	Deputy Head of Juniors (DH) made aware of Code of Conduct by member of staff. Form teacher informs parent via email/phone call (iSAMS)
3	Three Level 2 Offences (Codes of Conduct) in a half term period	Pupil issued Report Card for one week	DH	Form Teacher, DH, Head Teacher Parent	Action recorded on iSAMS. Report signed by teachers and checked by parent each evening. Checked each morning by DH
4	Serious Breach of Discipline/ Two Report Cards in a half term period	Head Teacher's detention	Head Teacher	Form Teacher, DH, Head Teacher Parent	Conversation with parent informing them of detention
5	Three Level 4 Offences	Internal Suspension	Head Teacher	Form Teacher, DH, Head Teacher Parent	Head Teacher meeting with parent

Appendix 2.

Prep School Conduct Code



In my general behaviour I will try to:

- Be polite, well-mannered and respectful
- Act sensibly and safely
- Use appropriate language
- Be honest, even if I have done something wrong
- Be trustworthy
- Look after my belongings, name appropriately and avoid losing things
- Take a pride in my appearance and wear my school uniform correctly

When I am with other children I will try to:

- Be unselfish and share with others, taking my turn fairly
- Think before doing or saying anything which might hurt someone's feelings
- Include everyone if working in a group or playing games
- Not do anything deliberately to upset another child

When in lesson I will try to:

- Arrive on time
- Have the correct books and equipment ready
- Wait quietly if the teacher has not arrived, getting on with my work or reading
- Listen attentively when the teacher is speaking
- Stop talking when the teacher requests
- Put up my hand if I wish to speak to the teacher
- Get on with my work quickly, using my time effectively
- Take an interest in my learning
- Listen to what other people have to say and respect their opinions
- Take pride in the appearance of my work
- Complete my work to the best of my ability
- Record Prep neatly and fully in Prep Diary
- Remember to take the necessary books and equipment home at the end of the day
- Remember to complete my Prep and hand it in on time

When around school I will try to:

- Open doors for visitors, staff and other children when appropriate
- Walk when in the corridors
- Be in the right place at the right time
- Keep the school tidy by not dropping litter
- Pick up any litter and put it into the nearest waste bin
- Line up quickly and sensibly at the end of break and dinner
- Only eat or drink where allowed
- Play in a safe and sensible fashion
- Stay inside the school bounds
- Queue in an orderly manner when in the dining hall, eat sensibly and tidy away

Next time...
