

Notre Dame Preparatory School and Early Years Foundation Stage
Behaviour Management Policy

**NOTRE DAME SCHOOL
MISSION STATEMENT**

In the spirit of Saint Jeanne de Lestonnac, our foundress:

'We are all educators.....

Accompanying young people in their efforts to build their lives for today and tomorrow.'

These words embody our Mission.

Notre Dame is a Roman Catholic Independent School with a strong ecumenical tradition, respecting the faiths and cultures of all members of our community.

As a foundation of the Company of Mary Our Lady (COMOL) the School has a distinctive ethos which places at the service of society and the Church, an educational legacy acquired from over 400 years of existence. The Order has constantly developed and updated its educational and pedagogical work to be relevant to the societal needs of the time. The Order's distinct educational style, embodied in its 'Educational Project' emphasizes the following:

- A Christian humanist education which embraces the ideal of becoming new men and women in order to build a new world.
- A quality education which seeks to be efficient in every aspect of the educational process.
- An education for solidarity, social responsibility and development which contributes to the transformation and improvement of each context.
- An education that goes beyond the classroom, seeking other educative opportunities which foster an integral education and the experience of inter-culturality.
- An education carried out with others, working together and complementing one another.
- An education offered as a service through men and women educators who bear witness, by their word and life, to the values and principles we wish to inculcate.

The School's aims in order to achieve this are as follows:

- To develop a secure and stimulating environment in which pupils are encouraged and challenged to fulfil their potential, both academically and physically and gain an appreciation of the world in which they live.

- To develop in pupils a responsible and independent attitude towards work and their roles in society and inculcate a desire to contribute to the wider community.
- To ensure that the school atmosphere is such that all pupils learn to live amicably together, gaining a keen awareness of others, their feelings and their needs, and to begin to build a reasoned set of attitudes, values and beliefs based on Christian principles.
- To learn to respect each pupil as a valued individual and to imbue feelings of confidence, independence and, above all, self-esteem.
- To liaise with parents, enlisting their co-operation and interest in order to promote a happy partnership working in trust.
- To prepare each pupil for the next stage of their education ensuring that it is appropriate to their individual abilities, aptitudes and needs.

As a Catholic school our behaviour management policy is based upon the teachings of Christ. These form such an intrinsic part of the life of the school that serious misbehaviour is a rare occurrence.

However, we are aware that for some children, the school is their first experience of behaviour management and they have a need to be given a positive example of the expected code of behaviour.

All staff are responsible for the behaviour management of all children in the school, not just those in their specific care or classes.

We believe that children and adults flourish best in a warm and caring community where each individual is made to feel welcome. An environment in which everyone knows what is expected of them gives children the security to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work within a situation in which children can develop self-discipline and self-esteem in a calm atmosphere of mutual respect and encouragement.

In order to achieve this we follow 'Golden Rules' which form the basis of everything we do in school. These are:

1. We listen
2. We work hard
3. We look after property
4. We are kind and helpful
5. We are honest
6. We are gentle
7. We are punctual

To support this:

- all staff will provide a positive model for the children
- all staff will ensure that the procedures are applied consistently, so that children have the security of knowing what to expect and can build up positive patterns of behaviour
- staff will praise and endorse desirable behaviour such as kindness, courtesy and willingness to share
- we will take positive steps to avoid a situation in which children receive adult attention in return for undesirable behaviour

When children behave in unacceptable ways:

- physical punishment, such as smacking or shaking, will never be used nor threatened
- children will never be sent out of the room or left alone without adult supervision
- techniques intended to single out and humiliate individual children such as 'the naughty chair' will not be used
- children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern
- where appropriate, a period of 'Time-Out' with an adult may be applied
- children will be encouraged to apologise where appropriate
- staff will not shout, or raise their voices in a threatening way (however if a child is in danger then a shouted warning may be appropriate)
- house points will not be removed for misbehaviour
- if the child uses discriminatory language or behaviour, the unacceptability of such behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame

- in any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome
- any behaviour problems will be handled in a developmentally appropriate manner, respecting individual children's level of understanding and maturity

Recurring problems of serious misbehaviour, or bullying, such as racial, religious, cultural, sexual / sexist, homophobic, disability, cyber (social websites, mobile phones, text messages, photographs and emails) will be dealt with using the stages below.

The victim and the bully will both be supported and the bully will be expected to understand that the behaviour is unacceptable. Please see Anti-Bullying Policy.

Stage One

This will be tackled initially by the class teacher, who will use the yellow card/red card or cloud/storm cloud for EYFS/KS1 warning system. If a child is breaking one of the golden rules, the teacher will remind them which rule they are breaking and ask them to stop. If the child then stops, no further action will be taken.

If the child continues to choose to break the rule, they will be once again reminded of the rule they are breaking and will be issued with a 'Yellow Card Warning' or a 'Cloud Warning'. If a further incident of breaking the rule occurs, then the child will be given a 'Yellow Card' or name moved to the cloud. For KS2, this is written on a Yellow card/Red card sheet held by the class teacher. (See Appendix 1)

If the behaviour then continues after a Yellow card has been issued or a name moved to the cloud, the child will then be given a 'Red Card Warning' or a 'Storm Cloud warning'.

If there is still no improvement in the child's behaviour, then a 'Red Card' will be issued or name moved to the Storm Cloud. If the child ends the day on a Red card or Storm Cloud, then they will lose 5 minutes of their Golden Time for that week.

At the end of the day, the children's warning cards for the day will be reset, and they will start the next day with a fresh start.

If the behaviour is resolved within the classroom using the Golden Time system and is not persistent, no further action is necessary.

If misbehaviour persists, the Head of EYFS, Head of Infants or the Pastoral Director will be consulted for the next stage.

Stage Two

If the child is continuing to choose to break the rules after receiving sanctions for their behaviour given to them by the class teacher, then they will consult the appropriate member of the SLT to assist in Stage 2.

- the child will be interviewed by an appropriate member of SLT, it will be made clear that the misbehaviour will not be accepted and an appropriate sanction will be put in place.
- an agreement or solution will be sought and recorded. A copy will be placed in the personal file and all relevant staff will be informed
- parents will be informed by the Head of EYFS, Head of Infants or Pastoral Director
- sanctions may be imposed which may include:
 - withdrawal from activities
 - being put 'on report' whereby the child must carry a notebook with them at all times to be signed by all staff who teach or supervise the child
 - other sanctions as agreed with the child's parents

If the child accepts that the misbehaviour is unacceptable and agrees on future behaviour the situation will be recorded and monitored by the class teacher. If the misbehaviour ceases no further action will be taken.

Stage Three

If the misbehaviour persists the child's parents will be called to the school by the Headteacher for a discussion about the situation. These will be appropriate to the age and stage of development of the child.

In very rare circumstances exclusion from school may be considered necessary on a temporary basis.

Permanent exclusion will only be considered in the most serious or repeated cases.

We reserve the right to proceed directly to Stage 2 or 3 in examples of extreme misbehaviour.

As a Catholic school, we believe in forgiveness and caring for each individual in the school community. We do not judge but seek to help those in need, and believe that every child should have the opportunity to make good and do better.

N.B. Some kinds of behaviour may arise from a child's special needs.

Suggestions of Good Practice:

When attempting to gain the attention of a large group of children:

- Raise one hand in the air. As each child notices they in turn raise their hand and stop talking.
- Introduce a clapping or finger clicking rhythm which again, as each child notices, they join in with until you have the attention of every child.

Positive praise of welcome behaviour works well with young children. E.g. 'I wish everyone could sit as beautifully as Elsie.' Or; 'Thank you, Mabel, for being so kind to Emily and sharing your rubber.' Etc.

Clear, consistent reference to our Golden Rules, so the children are aware of when their behaviour is/isn't acceptable.

It is not appropriate to blow a whistle indoors except in a P.E./ Games lesson. A small hand bell may be used to gain attention but should not be used excessively.

This behaviour Management Policy should not be implemented in isolation but with due regard to:

- the school mission statement
- the equal opportunities policy
- the special needs policy
- the health and safety policy
- the school anti-bullying policy

This policy and guidance governing the conduct of staff and the behaviour of the children will be communicated to all newcomers.

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Prep Pastoral Director

