

## **Guidance for Behaviour Management in the Foundation Stage and Key Stage 1**

This policy underpins all the teaching and learning in Cheam School Pre-Prep and should be read alongside all other policies. It is supported by the policies for Racial Equality, Equal Opportunities, Good Learning Skills, Teaching and Learning, Assessment, Recording and Reporting, Religious Education and PHSE.

### **Rationale**

Children learn best when they are happy, secure and confident. Within Cheam School Pre-Prep we believe that our pupils have the right to be respected as individuals. The happiness of the school is the responsibility of every individual within the school and every pupil and member of staff should recognise their responsibility to make our school a happy place.

### **Aims and Objectives**

We aim to create a happy and stimulating environment where children are encouraged to act in an independent and responsible way. We encourage every child to be a confident independent thinker. We expect them to take responsibility for their own behaviour, to be self disciplined, co-operative, respectful and tolerant towards others. As a staff we are aware of our responsibility to act as role models to the children. We value all achievements, academic and otherwise.

### **Code of Conduct**

We expect all children to be aware of and to adhere to the “Golden Rules”

- *I am kind and gentle*
- *I do not hurt other people's feelings*
- *I am honest*
- *I listen well*
- *I look after property*

The golden rules are a baseline for behaviour in society. Specifically we require that children:

- Listen to and speak to others politely and courteously, and allow others to work without unnecessary interference or interruption.
- Think of others and respect their needs
- Acknowledge and greet children and adults appropriately.
- Move around the school quietly and with consideration to others eg, by holding doors open, by offering directions and helping to carry difficult loads.
- Take responsibility for maintaining their own and communal spaces appropriately:
  - keeping classrooms, cloakrooms and work trays clean tidy and well organised
  - keeping toilets and washbasins clean and tidy.

- Behave in a responsible way at all times and in particular on school trips and when in the company of younger children.
- Wear their uniform respectfully and to take pride in their appearance realising that at all times they are ambassadors for their school.
- To become still and silent immediately when an adult calls for their attention, speaks or blows a whistle.
- Walk quietly around school and on all pathways outside, showing respect for other users of the walkways and children who may still be in lessons.

## **Supervision of Pupils**

Staff take responsibility for supervising children at all times. Children are expected to take responsibility for their own behaviour and behaviour management depends on pointing out appropriate choices rather than threats. Punishments are a last resort when a child persists in bad choices.

- Children are admitted directly into the classroom from 8.00am.
- At playtimes children are escorted to the playground and, once there, are supervised by two members of staff at morning break and four members of staff at lunch break.
- At mealtimes, children are escorted to the dining hall. A member of staff sits at each table and good table manners are encouraged.
- At the end of the school day children are either collected from individual classrooms by their parents or carers, or accompanied to the After School Club.

## **Rewards**

Staff promote good behaviour at all times

- Verbal praise
- Stickers
- House Points
- Letting the child show work to peers and other members of staff
- Writing positive comments on the child's work
- Praising the child for good behaviour in front of parents
- Awarding certificates in Assembly for both academic and non-academic efforts and achievements. Achievement is always judged according to the child's individual ability and not against that of the cohort.
- Class 'Star of the Week'
- Weekly award: Helping Hand and Mick the Manners Monkey

## **Procedure**

Please note that the staff at Cheam School do not at any time use any form of corporal punishment or any punishment that would damage a child's feelings or self-esteem. We adopt a policy of 'hate the sin but not the sinner' so that children realise that, while we might dislike their actions, this does not affect the way we value them as people

## ***General***

Discipline needs to be immediate in the Foundation Stage. Teachers will respond to bad behaviour in most instances with a warning, followed by withdrawal from the situation for a few minutes. Children are encouraged to articulate their feelings and to empathise with others and every opportunity is taken to assist children to find their own solutions to problems through discussion.

## ***Key Stage 1***

### **Significant behaviour problems**

Children who have particular behavioural problems are given certain targets which are agreed with the pupil. These should be simple targets such as 'listening well', 'not interrupting' not touching other people and should be related to the golden rules. At least one of these targets should be easily achievable. These targets are assessed by lesson, session or day according to the needs of the child. Suitable rewards are agreed with parents. Parents should be informed, where appropriate of any special strategies being taken and of any significant incidents in which their child is involved

If a child exhibits particular behavioural difficulties which are not managed by these strategies the school has a number of specialists to turn to for advice. These are listed in the Special Needs File.

### **Bullying**

Every child in the School has the right to attend school with peace of mind and with the expectation of being treated with respect by others, both adults and children. Bullying is any treatment which causes anxiety or stress to the victim and there is no place for such behaviour at Cheam School, whether it is mental or physical intimidation by an adult or a child or malicious exclusion from an activity or group by peers

Bullying is often the result of low self-esteem and because we operate a very positive behaviour policy in our school we pride ourselves on having a very happy and caring community. However bullying can occur in any situation and we recognise and agree with the often quoted belief that, 'A school which says that it has no bullying is either being economical with the truth or doesn't know what is happening within its walls'.

It is important that we are not complacent about it. Bullying will always be taken seriously. Bullying can result in severe harm. Should an incident occur we do our best to identify it quickly, and deal with effectively, for all concerned.

### **What counts as bullying?**

Bullying can take many forms including:

- ❖ Physical actions such as kicking or pinching
- ❖ Direct verbal intimidation such as name-calling, hurtful teasing or personal insults
- ❖ Indirect verbal abuse such as spreading false rumours or passing malicious notes
- ❖ Gestural hostility such as deliberately ignoring or rejecting another person
- ❖ Passive bullying by remaining a bystander

At Cheam we consider any action, verbal, physical, or psychological which causes intentional hurt to another person to be bullying. Any unintentional actions which have the same effect can be as harmful as intentional acts of bullying, and these need to be looked for and guarded against.

If you feel that there is bad behaviour occurring in school that we need to know about, please contact either the class teacher or the Head as soon as possible. Staff will always take these reports seriously and will handle them confidentially on a “need to know” basis.

The nominated Safeguarding Officer for the Pre-Prep is Jenifer Hillman who has completed Level 3 Safeguarding Officer training.

The Safeguarding Policy is on the school website - [www.cheamschool.com](http://www.cheamschool.com). If you do not have access to the website you may request a copy from the school office.

Revised September 2023

Next Review September 2025