

BEHAVIOUR MANAGEMENT POLICY (PRE-PRIMARY)

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1. SHARED EXPECTATIONS

Children thrive when they experience happiness in their learning environment. Thus, it is crucial to establish a strong partnership between The Junior and Senior School ("the School") and our parents, ensuring consistent messages regarding behaviour are conveyed both at school and at home. It is essential for children to understand that teachers and parents work together, providing unwavering support and care. At the School, we firmly believe in fostering a positive mindset, encouraging positive behaviour, and offering constructive support within our pre-primary school. Our approach is grounded in the principles of Positive Discipline, which prioritises cultivating respectful relationships, teaching social-emotional skills, and nurturing self-discipline. We wholeheartedly adhere to the following behaviour Policy, as it plays a pivotal role in creating a nurturing and supportive learning environment.

Positive Discipline Tools

- **Mutual respect** – Adults model firmness by respecting themselves and the needs of the situation and kindness by respecting the needs of the child.
- **Identifying the belief behind the behaviour** – Effective discipline recognizes the reasons children do what they do and work to change those beliefs, rather than merely attempting to change behaviour.
- **Effective communication and problem-solving skills**- Actively listening to others, expressing oneself clearly and empathetically, and understanding different perspectives.
- **Discipline that teaches** – Guiding behaviour that focuses on teaching constructive skills like communication and problem-solving, avoiding both overly lenient and harsh punishment methods.
- **Focusing on solutions instead of punishment** – Prioritising solutions over punishment, with an understanding that consequences may still apply.
- **Encouragement (instead of praise)** – Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

Although the Positive Discipline philosophy teaches children to be intrinsically motivated to be responsible, respectful, and resourceful, there are times when rewards and consequences are given. These may differ slightly according to the age and maturity of the children, but the overall procedures are the same throughout the pre-primary. This document is split into three sections:

1. **Rewards and Consequences**
2. **Class Dojo**
3. **Response to Misguided Choices**

At the beginning of the Early Years school year, teachers should collaboratively establish a set of class agreements with their children. These agreements should be formulated with a foundation in Green Choice making (see below). They should be prominently displayed in the classroom and serve as a guiding framework for encouraging desired behaviour among the children. Furthermore, the allocation of class jobs provides an opportunity for children to assume responsibilities and develop a sense of belonging within the classroom community.

1.1. REWARDS AND CONSEQUENCES

The most important aspect of any School Policy is the consistent expectation of good behaviour from all school staff, teaching, and non-teaching. The emphasis is promoting and where applicable, rewarding the positive. This will be constantly reinforced in the classroom, in Personal, Social, and Emotional Development lessons (PSED), around school and on the playground. Children will be

rewarded for demonstrating good behaviour, good manners, friendliness and consideration and respect for others.

Junior School Pre-Primary Behaviour Policy – Rewarding Positive Behaviour

- Making Green Choices (Early Years 1, 2, 3) - Red and Green choices are a simple way to categorize behaviours or decisions based on their positive or negative consequences. Red choices refer to actions that may lead to negative outcomes or consequences, while green choices denote actions that are likely to result in positive outcomes or benefits.
- Golden Rules (Reception) - Golden Rules are basic guidelines that teach young children how to interact with others respectfully and kindly. These rules often focus on concepts like sharing, taking turns, being kind, and listening to others. We encourage and reward children for their conduct and academic achievements, emphasising positive mindset and behaviour.
- Children in Early Years will receive verbal encouragement, Class Dojo points, small certificates, or notes home as rewards for their positive behaviour.

1.2. CLASS DOJO

In the pre-primary we utilise the Class Dojo system to enhance the learning experience of children aged 2-6 in our Early Years department. The primary objectives of implementing Class Dojo in our pre-primary classrooms are to send photos, promote positive behaviour management and facilitate effective communication with parents.

Children will be awarded Dojo points when they show positive behaviours such as: sharing, helpfulness, good listening, achievement, collaboration, and behaviours linked to our school values. They may also be awarded points for additional work they complete at home.

Dojo points will not be taken away for negative behaviour.

1.3. RESPONSE FOR MISGUIDED CHOICES

As a school we reject and do not use corporal punishment in any form.

When a child exhibits misguided choices, teachers will use a variety of strategies.

Strategies for Addressing Misguided Choices

a. **Redirecting the child**- Guiding the child towards more appropriate and constructive actions. The emphasis is on gently steering the child away from undesired behaviour and encouraging them to make better choices. This redirection can include offering alternatives, providing clear expectations, and helping the child understand the consequences of their actions.

b. **Calm Down Corner or Quiet Area**: If a child's behaviour continues to be challenging, they may be asked to visit the Calm Down Corner or Quiet Area. Here, they can reflect and calm down, using techniques like [5 Star Breathing](#) or [The Anger Wheel of Choice](#).

c. **Incident Reflection and Resolution**: After calming down, the child will have an opportunity to discuss the incident with their teacher. They will also be encouraged to approach the person involved in the incident and discuss how it made them feel. Together, they will work towards finding a resolution and turning their behaviour from a misguided choice to a Green Choice.

d. Natural Consequences- The inherent outcomes that naturally follow a person's actions or choices. Instead of imposing external punishments, the approach allows individuals to experience the logical results of their behaviour. The idea is that by facing these natural consequences, individuals can learn from their experiences and develop a better understanding of cause and effect, promoting personal responsibility and self-regulation. This approach is a key element of positive discipline, focusing on teaching and learning rather than punitive measures.

e. Individual Support Plan- In instances where previous strategies prove ineffective in addressing persistent misguided choices, our behaviour policy incorporates the implementation of an Individualized Support Plan. This plan will be collaboratively developed by the class teacher, Year Group Leader, Head of Early Years, and the parents/carers, considering the unique needs of the child. It will outline targeted interventions designed to foster positive behaviour development. By tailoring the plan to address specific challenges, we aim to provide the necessary support and guidance for the child's overall behavioural growth.

Logging of Misguided Choices

In the Early Years, as part of our commitment to positive discipline, we believe all behaviour is a form of communication. We maintain a record of consistent misguided choices in the child planner to see if there is a pattern and find the root of the behaviour. More serious incidents or repeated offences are logged on Individual Child Action Memos (ISAMs) for future reference.

Our dedicated staff, including the class teacher, Year Leader, and Head of Early Years, diligently monitor for any emerging patterns of misguided choices. In such cases, they will inform the Head of Early Years and engage in discussions with the child's parents, ensuring that any meetings are documented. When concerns arise about a child's behaviour, the school counselor is usually notified to provide support and guidance to the child, fellow children, staff, and parents as deemed necessary.

If misguided choices persist despite intervention efforts, additional meetings will be scheduled, and detailed notes will be taken to identify the behaviour issues and document the collaborative steps taken by staff and parents to address them. These notes will be accessible on ISAMs for reference.

If all strategies prove unsuccessful, the following measures may be considered:

- Regular sessions with the school counsellor to explore the root causes of the behaviour and provide targeted support.
- Exclusion from Afternoon Club and afternoon activities.
- In consultation with the class teacher, year leader, Head of Early Years, and Headteacher, a recommendation may be made for a full-time or part-time one-to-one helper, depending on the circumstances. The parents or guardians will bear the cost of the one-to-one helper, which will be paid directly to the school. The one-to-one helper will assume a temporary employment role within the school.
- In certain cases, a child may be excluded from an upcoming school trip. This decision can only be authorised by the Head of Early Years, the Headteacher or Principal, and the Junior School Committee will be duly informed.
- A child in Reception may not automatically progress to Year 1 (primary phase). This decision can only be sanctioned by the Headteacher or Principal, with notification provided to the Junior School Committee board members.
- As a final step after exhausting alternative measures and in the event of continued challenges, a child may be subject to permanent exclusion. This decision can only be endorsed by the Teachers' Association, Headteacher, Principal, and Board of Governors, aligning with the principles outlined

in the United Nations Convention on the Rights of the Child. Should such a decision be reached, the school will formally communicate its intent to the Ministry of Education.

The School reserves the right to exclude permanently any child who for example behaves violently towards a fellow child or member of staff or demonstrates any other behaviour/s which is seen to be threatening, dangerous, illegal, or accumulative over a period of time. Parents of an excluded child have the right to appeal to the Board of Governors.

Bullying

Friendship, Acceptance, and Understanding: Preventing Bullying in Early Years.

In our Early Years setting, we prioritise the development of friendship, acceptance, and understanding to create a safe and inclusive environment where bullying is actively prevented. We aim to foster positive relationships and proactively address any instances of aggressive behaviour among our children.

Characteristics of school bullying include:

- **Targeted individuals or groups** - Bullying may be directed towards an individual or a group of children.
- **Deliberate and unprovoked** - Acts of bullying are intentional and not prompted by any provocation.
- **Repeated or likely to recur:** Bullying incidents may happen repeatedly or have a high likelihood of recurrence.
- **Power imbalance** - There exists a power imbalance between the bully and the victim, with the intention of asserting control.
- **Physical and psychological harm** - Bullying aims to cause physical and psychological pain to the targeted individuals.
- **Potential damages** - The harm caused by bullying can manifest as physical, psychological, social, or learning difficulties.

By prioritising friendship, acceptance, and understanding, we create an environment where children learn to value and respect one another. Our focus is on fostering empathy, communication, and problem-solving skills, ensuring that every child feels included and supported. Through these proactive measures, we aim to prevent bullying and its negative impacts, promoting a positive and nurturing Early Years experience for all.

Children are made aware of the need to work in a happy and safe environment through messages given during Circle Time, Class Meetings and PSED lessons, or through events held during Friendship Week. Central displays will also reiterate our message friendship, acceptance, and understanding. All children are given the opportunity to develop an understanding of what bullying means and how hurtful it can be.

Staff appreciate the seriousness of bullying that can cause both physical and psychological damage; at our school staff, parents and children work together to create a happy and caring learning environment. Identified bullying, verbal, physical or indirect, is never tolerated.

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