



**Independent and Co-educational  
Pre-Preparatory School**

**Behaviour and Sanctions Policy  
(SJPP502)**

Registered Charity No: 1086829

Date of Issue: Oct 18  
Review Date: Oct 19  
Owner: Head of Pre Preparatory Department

## **DEAN CLOSE ST JOHN'S PRE-PREPARATORY SCHOOL**

### **BEHAVIOUR AND SANCTIONS POLICY**

#### **INTRODUCTION**

##### **Statement of aims and objectives**

At Dean Close St. John's, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other.

Dean Close St. John's prides itself on its respect and mutual tolerance. Parents/guardians also have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. This policy is available to parents of pupils and prospective pupils on our website and on request or on request for perusal in the school office during the school day. It is also available and known to staff, including junior, volunteers and recently appointed staff.

All staff and pupils at Dean Close St John's School have a responsibility to promote a positive behaviour culture. Staff should endeavour to embed positive behaviour in all aspects of school life and should be fully aware of relevant procedures. All members of the school community, including volunteers have a corporate responsibility to report behaviour incidents and follow school procedures.

##### **Aims**

- To promote a whole Pre-Prep behaviour policy supported and followed by the links created by the teaching community with parents, children and governors leading to learning taking place in a safe and happy environment
- To teach through PSHE and throughout the school curriculum, positive values and attitudes as well as knowledge and skills.
- To encourage and praise good behaviour rather than simply to punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner to achieving an improvement in behaviour.

Date of Issue: Oct 18

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**Staff Responsible for Behaviour**

**Head of Pre-Preparatory Department – Mrs June Ruddy**

**Head Teacher – Mrs Ruth Frett**

**Deputy Head Preparatory – Mr Jason Dobbie**

**Form Tutors – Mrs F Baker, Miss J Barton, Mrs B Hamilton, Mrs L Marshall**

**Pre-Prep Staff- Mrs Vicky Davies and GAP students**

In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by law and therefore forbidden. Dean Close School does not permit corporal punishment during any activity, on or off the school premises. Dean Close School is fully committed to ensuring that the application of this Behaviour and Sanctions policy is in line with the UK Equality Act (2010).

This document should be read in conjunction with the following documents:

The Curriculum (Teaching and Learning) Policy  
Admissions Policy  
Anti-Bullying Policy  
Staff Code of Conduct

**Behaviour in the Pre Preparatory Department**

Children learn ways of behaving at home, school and from the wider world, both positive and negative, and the results of their experience will be seen in the classroom. They also have a great capacity to learn new ways of handling everyday life, but helping them to change takes longer than a couple of days and more than just telling them that they ought to 'share properly' or 'pay attention'. In the Pre Prep we aim to promote good behaviour by adopting a positive approach and example with the children regardless of ability and aptitude.

**Children**

The children are encouraged to follow the St John's Way

- Be Respectful
- Be Safe
- Be Your Best

Because these Golden Rules are not 'Do Not' statements they become a way of life for the children rather than a list of rules to break and because there are only three rules they are

Date of Issue: Oct 18  
Review Date: Oct 19  
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easily remembered. They relate to themselves and this leads to behaviour that encourages care for each other and for the learning environment.

### **It takes children time to**

- Realise that you mean what you say and follow up your requests.
- Understand how the classroom works, as it may be different from playing at home and perhaps different from their previous setting.
- Recognise and try out new ways of coping with their feelings, and experience the pleasure of attention because you are delighted with what they have done, rather than exasperated
- Learn the complex skills that really underpin the behaviour we sum up as 'sharing' or 'playing nicely together'

### **Staff**

In order to promote a positive atmosphere for all children the staff

- Catch the children achieving the Golden Rules and give verbal praise and behaviour rewards as appropriate to year group
- Divert a child from inappropriate behaviour to appropriate behaviour by praising others first for the correct behaviour and redirecting children after if they do not adjust their own behaviour
- Supervise the children at all times
- Provide opportunities for children to take responsibility and demonstrate positive abilities and attitudes
- Provide opportunities for children to show a caring attitude towards each other, the school, buildings and contents
- Encourage the virtues of honesty and respect
- Focus on the positive behaviour first and use praise and acknowledgement for the children that are behaving correctly to give other children the opportunity to correct their own behaviour and then receive praise themselves.
- Limit focus on unwanted behaviour but redirect when required
- Give encouragement freely for effort and improvement saying thank you or some other appreciation of a child's effort to change behaviour – this can include non-verbal encouragement such as smiles and thumbs up
- Acknowledge good behaviour in all children – remember even good children can have an off day
- Be consistent – use the rules language ask children are they being safe, respectful, their best

Date of Issue: Oct 18

Review Date: Oct 19

Owner: Head of Pre Preparatory Department

- Children are given immediate praise and recognition by receiving a reward which eventually leads to a treat over a period of time. Children should realise that they will not always get a reward for behaviour that is normally expected.

## **Rewards and Sanctions**

We believe that children feel secure if they know the boundaries of acceptable behaviour within school. Pupils also need to know why they are being reprimanded. The child should be listened to and be given the opportunity to make amends. Sanctions are applied appropriately for each age group, in order for the children to understand that they have done wrong, and how they should behave. No sanction is applied without a discussion with the child. A child must not be belittled or humiliated at any time. Rewards can be verbal, cumulative, celebrated and take into consideration age and stage of development.

## **Consequences**

- The children will be taken aside and spoken to about their behaviour. They will be asked about what made them chose their behaviour, how it has impacted on others, their feelings and how to resolve the issue and prevent it from happening again.
- Quarrelling children could be separated for a time rather than criticised for their inability to play happily together – this calms and defuses the situation giving the children time to re-evaluate their behaviour themselves. They will then be spoken to as above.
- Warnings are given in association with the Golden Rules and children encouraged to talk about the choices they could make to improve their behaviour. If a warning does not modify behaviour the child will be given thinking time and a discussion takes place. Thinking time may take place at break times rather than disrupt lessons if that is more appropriate.
- Children are supported to make the right choice i.e. move position in the class, hold an adult hand, move away from distraction
- Give praise and attention when children have modified their behaviour

## **Rewards**

- Verbal and specific i.e. well done that is lovely lining up/listening/focus
- Visual i.e. thumbs up or smile – again this needs to be specific
- Rewards can include tokens, stickers, certificates, treats from the Head of Pre-Prep (25/50/75 stickers in book) and Head Teacher (100 stickers in book) For Reception the reward is more instant and they are given stickers at the time to go home with.
- Star of the week – this can be for academic work as well as positive behaviour such as work ethic, friendships and effort.

## **Sanctions**

1. Verbal warning and time out – loss at 5 minute intervals for thinking time at playtimes or instantly if appropriate

Date of Issue: Oct 18

Review Date: Oct 19

Owner: Head of Pre Preparatory Department

2. If behaviour is severe or persistent a behaviour log is completed with the child, member of staff involved and parents are informed. This should be done as soon after the incident as possible
3. Sent to Head of Pre-Prep if the member of staff is unable to complete the discussion or behaviour log due to teaching commitments where the child will quietly work until staff is available to complete procedure
4. Sent to Headmaster/Deputy Head as a last resort

Sanctions 1-3 are available to all class teachers. Sanction 4 is available to the Head of Pre Prep.

### **Benefits of a positive approach**

- Children feel appreciated for what they have done well
- Self-esteem is boosted
- Children learn to exercise choices and self-discipline
- Children start to treat each other in encouraging and courteous way
- The time spent together is much more enjoyable for both adults and children.

### **Serious misbehaviour or repeated bad behaviour.**

If a child displays serious or repeated misbehaviour they will complete a behaviour log with the member of staff and parents will be informed. Head of Pre-Prep will be made aware of the situation at this stage. Other members of staff will be informed or questioned if necessary. A plan will be formed to help the child modify their behaviour and parents and all staff will be aware in order to provide a consistent approach.

### **Completing a behaviour log**

Step 1: Teacher and child discuss behaviour including reasons, feelings, consequences and how to move forward

Step 2: Form is signed by the child, teacher and parent, copies are taken and one is sent home.

Step 3: If behaviour persists a meeting with the parents is requested to discuss individual action plan and strategies that can be used at home and school. Updates to be given as necessary. Strategies might include a behaviour diary, email home to parents with both positive and negative behaviours for the day/week. All staff to be made aware and involved to ensure consistency.

Step 4: If behaviour problems continue Head of Pre-Prep to discuss with Deputy Head and Head Teacher.