

# Behaviour Management Policy

## Prep School including EYFS

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2023 / 2024



## Ibstock Place

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CO-EDUCATIONAL DAY SCHOOL

# IBSTOCK PLACE SCHOOL

## Behaviour Management Policy

### Prep School including EYFS

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#### Scope

This policy applies to all pupils (age 4 (EYFS) – 18) and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

#### Roles and Responsibilities

The Governing Body delegates responsibility to the Head for developing and enacting any required "Good Practice" policies. These policies are non-statutory and do not require ratification by the Governing Body. As such, the Head has delegated accountability and responsibility for the operationalisation of this policy to the Prep Co-Head and DSL, who ensures the consistent application and implementation of this policy across the School. Staff should follow the expectations set out in this policy.

### 1. Introduction and Behavioural Guidelines

The School's behaviour expectations and pastoral systems can be found on the School website as well as throughout numerous of policies. Examples include, *'The Care of our Pupils'*, *'Antibullying and Cyberbullying Policy'*, *'E-Safety'* and *'Physical Intervention, Physical Contact and Touch'*.

Ibstock Place School does not ever discriminate pupils and works in conjunction with the Equality Act, 2010, particularly the protected characteristics and the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with difference faiths and beliefs. Behaviours that oppose this will be confronted.

Behaviour in the Prep and Pre-Prep School is based on creating a positive environment for pupils at Ibstock Place School. Children are taught to 'Be Kind, Be Curious and Be courageous' in their academic learning and social interactions. Throughout the day, pupils are taught to be courteous and respectful to peers and teacher alike. Any conduct or action which falls short of these expectations or is otherwise prejudicial will be addressed and School discipline may be needed (See Appendix 1 for Whole School Rules and breaches').

The Prep School believes that pupils thrive off praise and reward and that the predominant method of teaching 'good behaviour' should be from encouraging and positive reinforcement. When sanction is necessary, a 'firm and fair' approach should be endorsed. Each member of the Pre-Prep and Prep School, child or adult, has a part in making the

school a caring community in which all pupils are able to develop their full potential. Compliance with the policy will enable everyone to work successfully, safely and enjoyably.

The Pre-Prep and Prep School has high expectations of its pupils and believes that socially acceptable behaviour is learned through good example and positive reinforcement. It also believes that fair and appropriate sanctions may be necessary to maintain a happy and safe environment for the pupils. Pupils need to be made aware of the fact that they have to take responsibility for their actions and the appropriate consequence.

The aim of the Pre-Prep and Prep School is to develop each child intellectually, socially, physically, morally and spiritually. Pupils should feel as though they have a safe environment to thrive. It is hoped that the pupils will leave the school understanding and demonstrating:

- Kindness
- Honesty
- Courtesy
- Confidence
- Independence
- Perseverance
- Respect
- Resilience
- Risk taking in learning
- Patience

This policy is always developing and evolving and will be updated accordingly throughout the academic year. It aims to encourage increasing self-awareness and levels of responsibility as pupils are able to grasp moral concepts and learn to consider and respect others and the needs of the community.

## **2. Policy Aims**

This policy applies to all EYFS/Pre-Prep and Prep pupils at Ibstock Place School (KG-P6). To ensure, so far as possible, that every pupil in the EYFS/Pre-Prep and Prep School is able to benefit from and make his/her full contribution, participate in all the activities/clubs on offer, always showing an awareness of the other pupils.

We see reward and sanction as a key feature of School life in EYFS/Pre-Prep and the Prep School. We aim for a clear, shared understanding between the Co-Heads of the Prep School, teaching and non-teaching staff, children and parents.

It is important that all new children to the EYFS/Pre-Prep and Prep School understand the school rules and that parents support the department and the school in its Behaviour Policy. A well-established Behaviour Policy is essential for new members of staff as well as new children so that there can be consistency throughout the school.

The opinions of parents and the community about the effectiveness of the school are strongly influenced by how the children behave in the EYFS/Pre-Prep and Prep School. The children themselves will be reminded regularly about positive opportunities and potential consequences, both in classes and as a whole school.

All staff in the EYFS/Pre-Prep and Prep School are required to follow this policy which encourages a positive approach to behaviour management whenever possible.

The named practitioners for behaviour management are the Co-Heads of Prep, Sophie Bartholomew and Alice Palmer, Alice Turner, Head of Pre-Prep and Lindsey Parker, Assistant Head of Prep.

### **3. EYFS/Pre-Prep**

#### **3.1 General expectations of pupil behaviour**

- To understand class rules and expectations in the Pre-Prep School.
- To be quiet in the School when necessary and instructed by a Teacher or Classroom Assistant.
- To walk at all times in the School, keeping to the left, so that everybody can move about easily and calmly.
- To keep the School buildings and its playgrounds and easi-grass clean and tidy, and to help others to do the same.
- To ensure that pupils should not be in the classroom at break times, except by special permission.
- To respect classrooms, including the Art Area, Computing Suite, WOW Library, Music Room and Sports Hall, and to ensure that school property is taken care of and kept tidy.

#### **3.2 Lessons:**

- To enter each classroom sensibly and go straight to the place given to them by their teachers.
- To listen carefully to all instructions and explanations by the teacher.
- To always work hard and do their best.
- During discussions, remember that listening is as important as talking.
- To try not to interrupt others or distract anyone from their own work.
- To put up their hands and wait their turn when asking or answering questions.
- To sit sensibly on 'carpet spots' and ensure that all personal space is being respected.
- In group work, to respect the contributions of others and work sensibly and cooperatively with their friends.

- When told to do so by the teacher, to pack away their belongings quickly and quietly at the end of a lesson.
- To help tidy the classroom, where required to do so.

### 3.3 Routines

#### *Morning:*

- To arrive at school with time to spare.
- If they arrive before 8am (pre-school supervision), children will be required to register for Platform Sports until the time when their peers will enter the School.
- They should then go to their appropriate meeting points (see appendix 3) and line up until taken inside by their Class Teacher or Classroom Assistant.
- To hang up their coats, empty their bags and enter the classroom quietly.
- To complete any morning tasks that may be set on entry to the classroom.
- To be ready on the carpet for registration when asked.
- If late, teachers or assistants will sign in the late folder. Pupils who arrive after the gate closes may need to be collected from Main Reception. If a pupil is late numerous times, parents may receive a 'Late Letter' from a member of the Primary Leadership Team.

#### *Break:*

- To put on coats, trainers, or wellingtons, if necessary, at the beginning of playtime. Pupils will be advised whether to change out of trainers or not.
- Children are not to go onto the playground until a teacher is outside and on duty.
- Children to respect the climbing frames and playtime equipment. If there is dangerous play or misuse, pupils may receive a warning or have some minutes to sit down and reflect.
- On the first bell, to stand still and be silent.
- On the second bell, to clear away playground toys and line up.
- Pupils must not be inside the school buildings unaccompanied unless they have permission to use the bathrooms.
- During wet breaks, to find a quiet activity to do and to ensure the classroom is tidy at the end of break.

#### *Lunchtime:*

#### **Monday-Friday**

Kindergarten /Prep 1- 11.50/11.55-13.00

KG and Prep 1 pupils are taken to the Refectory by their teachers, lunch is served to them at the table, and they are helped to eat their lunch. Later in the year, pupils will be encouraged to take their own trays and walk to their table.

Pupils must:

- Walk quietly to a seat to eat a meal.
- Use cutlery properly when eating and show good manners when at the table.
- Leave the Refectory in an orderly way to go to the playground.

Misdemeanours at either lunchtime or playtime may result in a child being withdrawn from the activities. The Class Teacher will be notified. If the misdemeanour is too serious to warrant withdrawal, the child will be brought in to see the Head of the Pre-Prep School.

At the end of lunch, the Pre-Prep will have three bells to indicate that lessons will resume.

Bell 1: Indicates time to tidy up and put away play equipment.

Bell 2: The pupils should freeze and wait.

Bell 3: Pupils should collect their belongings and line up in an orderly fashion to try and win their daily points. Those who have the most points on a Friday will be given Golden Time.

#### *End of School:*

- To make sure they pack all that they need to take home. Pupils are assisted by the Class Teacher and Classroom Assistant (s).
- Pupils are dismissed from their relevant gates/Pre-Prep foyer after lining up with their Class Teacher or Classroom Assistant.
- At dismissal, to shake hands with their Class Teacher and say “Good Afternoon”. Teachers will ensure that children are only dismissed once a recognised parent/carer is present to collect.
- To wait in, and be collected from, the Sibling Gates or Platform Sports if they attend an after-school club or if their parents/guardians are late.
- To make sure they do not play on any of the playground equipment after school if they are not supervised by a member of staff.

### **3.4 Rewards and Sanctions**

The school expects high standards, and we show that when effort has been made, it is valued and rewarded. Routines and expectations are very important. All adults in the school share the responsibility for all the children and everyone has a responsibility to make the agreed Behaviour Policy work. Rewards, and sometimes Sanctions, are used to enforce the Behaviour Policy.

#### **Rewards**

In Pre-Prep/EYFS, the balance between Reward and Sanctions should be biased in favour of rewarding acceptable behaviour.

Forms of praise:

- Immediate teacher approval, vocal praise, smile, stickers.
- Star of the Week awards.
- Superhero Stickers and Prizes.
- Children are also encouraged to give verbal praise to their peers.
- Written comments in books.
- Show work to the Co-Heads of the Prep or Pre-Prep School.
- Sending the child to share work with other children or an adult.
- Celebration of achievement award and certificates in assemblies.
- Classroom Prompts such as 'rainbows' or climbing ladders may be used.
- Certificates and Stars of the Week.
- School values toys and weekly certificates.

## Sanctions

There will also be occasions when sanctions need to be applied. However, these should be used sparingly and applied in a way which will be seen as fair and consistent by all the children. It is crucial that the children understand what has happened and why a punishment is being received.

Sanctions may vary and be appropriate to the child's need and age. Pre-Prep/EYFS relies on the professional expertise of its teachers in judging the needs of individual cases. Where there is uncertainty advice should be sought from Head of Pre-Prep or Co-Heads of Prep.

In all cases, care must be taken at all times to avoid humiliating children in front of their peers. Adults will not constantly draw attention to a child's mistakes or misdemeanours. It is the unacceptable behaviour that should be condemned, not the child.

It must be noted that every child is different and unique and the decisions made by PLT are entirely based on individual circumstances, important considerations and, therefore the level of sanction will be decided on a case-by-case basis in discussion with all stakeholders; this may include PLT, the DSL, the Class Teacher or Assistant, a Specialist Teacher and Parents.

**Teachers may use a range of the following sanctions:**

- Verbal warning.
- Early intervention to defuse situations.
- 'Ladders' or 'rain clouds' etc. – immediate show of disapproval and may include a verbal warning of consequences.
- Explanation from the pupil about their behaviour to Head of the Pre-Prep or Co-Heads of the School.
- Removal from the situation, group, classroom, playground. This may raise questions of supervision but "Time Out" is usually conducted within the classroom (in a specific



place, or on a bench in the playground, therefore supervised). Pupils may take autonomy of this by being given a sand timer.

- Withdrawal of a privilege – miss a favourite activity, some playtime, choice of where to sit etc.
- Daily behavioural log- to go home at the end of the day for parents to see/ discussed at the end of the day with the appropriate adult. All teachers to fill in relevant comment box during the day.
- All notes in relation to a behavioural issue will be shared in Staff briefings.
- Parents should expect to know if there has been an issue at School.

### 3.4 Serious poor behaviour

- In the event of a serious or persistent discipline problem in the classroom which requires immediate attention the following action is taken:
  - The child is removed from the classroom and taken to either the Head of Pre-Prep or a Co-Head of Prep.
  - Depending on the misdemeanor, the PLT will then decide on the sanction. Parents will always be informed.

### 3.5 Use of reasonable force

Teachers in school act “in Loco Parentis” and as such must be expected to take reasonable care of all children in the same way that a parent would. All staff must be aware of this duty of care.

Staff also need to be aware of the need to use **reasonable force, physical contact and appropriate use of touch** (See *Physical Intervention, Physical Contact and Touch Policy and Appendix 5, Touch Policy*) as possible strategy to resolve dangerous or alarming situations. The use of force in certain circumstances is legitimate but should be employed only in the most exceptional of circumstances.

Identify children at risk in each class and have appropriate strategies in place for dealing with those children.

Where it is known or anticipated that a child’s behaviour might require physical restraint or control, a specific plan should be put in place. This should be done in consultation with the child’s parents. Once in place, the plan must be shared with everyone who has involvement with that child.

In order to identify these children, carry out regular risk assessments of children:

- Identify potential hazard and potential for harm – pulls hair, bites others, runs out of school etc.
- Identify who might be at risk and who might be involved.



- Evaluate the risk for each child.
- Identify precautions to be taken.
- Record findings.
- Review procedures for dealing with each child at regular intervals.

Staff should always avoid using negative behaviour by avoiding the following:

- Lecturing children;
- Threatening children;
- Arguing with children;
- Shaming;
- Blaming;
- Preaching at children;
- Labelling a child;
- Predicting a child's pattern of behaviour.

It should be noted that corporal punishment should NEVER be used or threatened.

### 3.6 Management of Crisis Situations

Staff should be familiar with the following techniques for the management of crisis situations:

- Try to de-escalate situation;
- Use passive postures – stand sideways;
- Talk quietly and calmly;
- Reassure child and remind them of positive expectations;
- Repeat your request, give a count;
- State alternatives or outline consequences but do not threaten;
- Praise partial compliance;
- Ask staff for support;
- Remove other children from situation if necessary;
- Give child time.

All incidents where **restraint** has had to be used must be reported and recorded. (*My Concern, Prep Pupil Notes, Staff Briefing and the Physical intervention folder located in the Macleod House Staffroom*)

The following information must be included in any report:

- Names of the children involved and time of the incident;
- Place where the incident occurred;
- Names of any adults involved;
- Reasons for restraint being used;
- A description of the incident;

- The children's response;
- Details of any outcomes or follow-up.

Parents should be made aware of the complaint's procedure from Main Reception. All incidents should be reported to the Co-Heads of Prep Department, Headteacher and possibly the Governing Body. The policy for dealing with this type of incident will be kept under review and will be monitored at regular intervals. Following any incident, the effects of the incident on any children and members of staff will be monitored by the Head of the Pre-Prep School and Co-Heads. Specialist help may be sought if necessary.

## 4. The Prep School

### 4.1 General Expectations of pupil behaviour

- To be quiet in the Prep School as it is a place of work.
- To walk only in the Prep School, keeping to the left, so that everybody can move about easily and calmly.
- To respect and use each part of the Prep School for its proper purpose.
- To keep the Prep School buildings (Pre-Prep, Macleod House and Roberts House) and their playgrounds clean and tidy, and to help others to do the same.
- To refrain from eating or drinking in the corridors or classrooms. If it is wet play, pupils are permitted to have their snacks and drinks in the classrooms.
- To respect the classrooms, including the Library, Science Laboratory in Macleod House, Art Room, Computing Suite, Music Room, WOW library and Sports Hall and appreciate that they are places of learning.

### 4.2 Lessons

- To arrive on time for lessons.
- To enter the room sensibly and go straight to the place given to them by their teachers.
- To get ready for the lesson quickly and quietly and make sure they have the correct books, equipment and homework diary ready, where relevant.
- To listen carefully to all instructions and explanations by the teacher.
- To always work hard and do their best.
- During discussions, remember that listening is as important as talking.
- To try not to interrupt others or distract anyone from their own work.
- To put up their hands and wait their turn when asking or answering questions.
- In group work, to respect the contributions of others and work sensibly and cooperatively with their friends.
- When told to do so by the teacher, to pack away their belongings quickly and quietly at the end of a lesson.
- To help tidy the classroom, where required to do so.
- To be ready for the next lesson promptly.

## 4.3 Routines

### *Morning:*

- To enter year group appropriate gates on time. Entry should be after 8.10am.
- If they arrive before 8am, to be registered for Platform Sports. They will be greeted at the Pre-Prep Gate.
- Line up quietly at the appropriate locations (Appendix 3) and wait to be collected by Class Teacher or Classroom Assistant.
- To hang up their coats, empty their bags and enter the classroom quietly. Pupils may have some morning tasks to complete.
- To be ready for registration and notices.
- To show diary messages to their teachers (Prep Classroom Assistants may check pupils' diaries).
- Where late, sign the file in Macleod House Library and also make this known to the Prep Office Manager.

### *Break:*

- To put on coats, trainers or wellingtons, if necessary, at the beginning of playtime.
- At the end of break, children should be conscious of changing back into school shoes or trainers dependent on the weather and the uniform that they are wearing.
- On the first bell, to stand still and be silent.
- On the second bell, to line up in silence on the Hard Court, Pre-Prep or Macleod House playground, as appropriate.
- During wet breaks, to find a quiet activity from the Wet Play box in the classroom and to ensure the classroom is tidy at the end of break.

### *Lunchtime:*

#### **Monday-Friday**

Prep 2- Prep 6 12.00 –13.00

- Prep 2 pupils to walk to the Refectory with their teachers straight from lessons. They collect a tray and go directly to the servery.
- Prep 3-6 to walk to the Refectory at staggered intervals and line up outside.
- To walk quietly to the servery and choose a meal.
- To use cutlery properly when eating and show good manners when at the table.
- To talk quietly whilst eating.
- Pupils to wait until the '1,2,3' system is signaled. 1- Year groups are silent and look at the supervisor. 2- Pupils stand up, check that they have everything, put on coats and push in chairs. 3- Pupils pick up trays and walk to the appropriate tray trolley before being escorted to their playground.
- Pupils line up outside the Refectory before being led to their playground.

Lunchtime Supervisors are available from 11.50–13.30 to supervise pupils both inside the Refectory and in the playgrounds after lunch.

There will be three bells to signal the end of Lunch break:

- At the first bell, pupils to stand still and be silent.
- On the second bell, pupils gather their belongings and line up.

#### *End of School:*

- To make sure they pack all that they need to take home, Prep pupils may be assisted by the Class Teacher and Classroom Assistant.
- To leave the school by the correct staircase or exit.
- At dismissal, to shake hands with their Class Teacher and say, “Good Afternoon”. Teachers will ensure that children are only dismissed once a recognised parent/carer is present to collect.
- To wait in or be collected from Platform Sports or a classroom if they attend an after-school club.
- To make sure they do not play on any of the playground equipment after school (unless a requirement of a club and there is a member of staff present)

#### *Entrances and Exits*

- Prep 2 Pre-Prep Foyer. Leave from Pre-Prep Gate.
- Prep 3 External doors of classrooms on bottom floor of Macleod House. Dismissal from Priory Lane Gate.
- Prep 4 Stairs nearest to Macleod Library. Dismissal from Theatre Gate
- Prep 5 Stairs nearest to Theatre Gate. Dismissal from Theatre Gate.
- Prep 6 Stairs nearest to Theatre Gate. Dismissal from Prep 6 Gate.

#### 4.4 Rewards

- Pupils are awarded certificates for any aspect of school life which is considered praiseworthy e.g., a good test mark, an act of kindness, fulfilling school values, personal progress, an exceptional piece of work or special event. Certificates are awarded by their teachers in weekly Celebration Assembly.
- ‘Stars of the Week’ are announced in assembly on Friday and pupils will be added to the ‘Star of the Week’ board in Macleod House.
- House points are awarded to pupils for the following:
  - \*Excellent effort in a lesson or on a piece of work
  - \*Excellent attitude in the classroom or around school
  - \*Excellent behaviour in the classroom or around the school
  - \*Excellent group/teamwork
  - \*Lining up well, as a class
  - \*Exceptional reading records.
  - \*Various House competitions take place throughout the year.



- House points are announced in Assembly every week and a weekly trophy is awarded to the winning house, as well as a trophy at the end of the academic year for the winning house.
- Pupil work can be shared with peers or other year groups.
- Pupils are often asked to share work with the Prep Co-Heads or specific Subject Leads.
- Pupils are awarded stickers which may result in prizes, and many accolades are added to the school 'Happy News' and 'Newsletter'.

## 5. Sanctions

- Good discipline is based upon a shared understanding of the behaviour expected of pupils. If a child's behaviour or performance falls short of Prep School expectations, a range of sanctions may be applied. In the first instance, it is the responsibility of staff to deal with discipline. The Co-Heads of the Prep School oversee and support the work of staff in their departments in this regard. It must be noted that every child is different and unique and the decisions made by PLT are entirely based on individual circumstances, important considerations and sanctions will be decided on a case-by-case basis in discussion with all stakeholders. The following actions may be taken by teaching staff should a pupil fail to meet expectations:
  - When an incident needs investigation and clarity, the pupil will be asked to write down their perception of events.
  - The removal of privileges for poor behaviour, such as break or lunchtime play. In the case of removal of playtime as a sanction, it is recommended that this is done by the pupil sitting in the Library or Refectory for a period of time. If this occurs three times, the children may get a 'Strike'.
  - Strikes (see Appendix 7). The Strike System was implemented in April 2023 and gives pupils nine separate warnings before additional punishment, such as Detention, are given. In order for a pupil to gain one Strike, they will need to have been given three different warnings. Examples may include: three different serious verbal warnings in a class, three times sitting out at breaktime, being deliberately physically aggressive, using bad language etc. All decisions will be contextual, individual and up to the judgement and discretion of the Primary Leadership Team. Strikes should be recorded

privately in Teacher Planners and through iSAMS. They should not cause any public humiliation. Parents should be informed if a Strike is given.

- If homework has not been completed the pupils may be asked to go to the Macleod House Library and complete their homework during break times or to take it home for another evening.
  - Change of seat in the classroom.
  - Repetition of work.
  - Sitting out if behaviour is poor at playtime.
  - If a child is sent out of the classroom, there must be another member of staff present in the corridor. This is rare and should only be for five minutes maximum. Some children benefit from going for a short walk and they should be escorted by a trusted adult.
  - All serious sanctions must be backed up by an email or phone call home.
  - If a child shows poor sportspersonship in Games, PE or in the playground, they may be prohibited from attending one fixture or club.
  - A *Late Letter* from the Head of the Prep School to the parents of persistently late pupils. This will be marked as so on the register. See *Registration, Attendance and Punctuality Policy*.
- Written records are vital and Class Teachers should record matters on the pupil's files when any of the above actions are taken. Hardcopies of emails and contemporaneous notes are useful in maintaining records.
  - Sanctions should be used sparingly. When it is necessary to detain a pupil, teachers are advised to apply the rules firmly and calmly and separate the issue from the child.
  - Parents are informed as quickly as possible about any issues. Ibstock has an open-door policy and appreciates open communication with parents. Parents should expect an email or phone call to inform of a Strike and a meeting if a Detention is given.

## 6. Serious Poor Behaviour

In the event of a serious discipline problem in the classroom which requires immediate attention the following action is taken:

- The child may be removed from the classroom and taken to a Co-Head of Prep by the Classroom Assistant.
- Depending on the misdemeanor, the PLT will then decide on the sanction. If suspension is required, it can be either:
  - a. Detention: Detention can be given for poor conduct in school. Pupils will report to a member of PLT at an organised time after the school day has ended where they will complete a detention for one hour. The detention activity can be relevant to the misdemeanor e.g., 'e-safety', lack of effort in homework etc. or a task such as that shown in Appendix 6. Parents will receive communication one week prior to the detention signed by a member of PLT.
  - b. Internal Suspension: The child is removed from the daily routine of School and set work to complete in supervised isolation for part of the day (to be decided by PLT). Parents are informed via phone and then a letter home. Pupils can receive half or full day internal suspension. Pupils should not expect to socialize with their peers if a full day is implemented. Pupils will be spoken to before the end or the following morning to know that all is well and that everyone is moving forwards.
  - c. External Suspension: Parents are telephoned and asked to collect their child immediately. PLT will write a letter to parents outlining the behavior and the sanction applied and the date and time that the child is to return to school. Work will be sent home for the child to complete. A meeting is arranged for the parents and the child on their return to school. This is called a "re-admittance meeting".

The pupil will be present when the Class Teacher/person of authority explains to the parent, carer or guardian why the pupil has been internally or externally suspended.

The pupil will write a letter of apology to the appropriate adult/child apologising for their action.

## 5. Trips, Visits and School Occasions

Participation in trips, visits and other school occasions such as performances, concerts and celebrations are seen as a privilege and pupils are representing the School at all times. Misbehavior or poor conduct may result in an internal sanction. The level of seriousness will be decided and may be referred to a member of the Prep Leadership Team.



## **6. Behaviour Online and on Electronic Devices**

Online safety and behaviour online are considered an important part of safeguarding both in and outside of the School. The filtering and monitoring systems plus ban on electronic devices in schools means that the majority of poor online behavior takes place outside of the school day.

Cyberbullying is defined by Childnet International as the 'sending or posting of harmful or cruel text or images using the internet or other digital communication devices', email, web-based chat rooms and social networking sites. Incidents or suspected incidents of cyberbullying are taken very seriously by the school and it is the responsibility of pupils, parents and Ibstock Place Staff to act accordingly if there is a concern about online behaviour. Further information can be found in the *Child Protection and Safeguarding Policy* and also in the *Anti-bullying and Anti-cyberbullying Policy*.

Online behaviour is not exclusively related to Cyberbullying only and it is acknowledged that children can get themselves into situations online or on other electronic devices such as phones, smartwatches and iPads. Pupils have access, often under the legal age to social media, chat sites and applications such as WhatsApp, YouTube, Tik Tok, Facebook, Instagram and Snapchat. The School helps pupils and parents/guardians to understand about staying safe online and possible exposure. In discussion with parents/guardians, the School may feel that they need to act if an incident is reported, in or out of School. All concerning instances will be recorded on My Concern and parents informed. The confidentiality of others involved will be upheld if required. The School has a right to sanction pupils if there involvement online upsets other pupils or parents/guardians and especially if the School is mentioned or can be identified.

### **Queries**

Queries on this policy should be directed to the Prep Co-Head and DSL.

### **Review and Verification**

This policy is reviewed annually by the Prep Co-Head and DSL.

### **Appendices**

Please see overleaf for Appendices 1 – 7.

## Appendix 1

### Whole School general rules for pupils and for parents to note

“All School rules apply throughout school hours, on the way to and from School, on day/residential trips and during sports matches. Adherence to the School Rules and behaviour policies currently in force is a condition of continued membership of the Prep School.

For the purposes of clarity, any behaviour which amounts to a breach of the School’s guidelines and is obstructive to the smooth running of the School or prejudices the reputation of the School will be regarded as an offence against School discipline. Such behaviour may result in expulsion even if there is no definite rule forbidding the misdemeanour.” (*Whole School Rules*)

- Pupils are not permitted to leave the School premises during the school day without written permission from a parent.
- Communication via school portal or phone call to the Prep School Office Manager is required for absence for illness. A letter from a parent or guardian to the Co-Heads of the Prep School, is required to request leave of absence during the term of more than half a day. The Co-Heads of Prep will respond in writing and the absence will be logged.
- If a pupil cannot attend School through illness or other unavoidable causes he or she must bring, on return, a letter from a parent to their Class Teacher. Parents are asked to log this through School portal. If this is not possible, they should telephone the Prep School Office Manager by 9am or email [clewis@ibstockplaceschool.co.uk](mailto:clewis@ibstockplaceschool.co.uk) on the morning of the first and subsequent days of illness to confirm that their child will not be attending.
- Absence from the School during term time can be agreed only for health reasons, educational benefit, or on compassionate grounds. Absence cannot be agreed to suit family’s holiday arrangements. For this reason, the dates of the School terms are published at least twelve months in advance.
- All pupils are obliged to take part in Games and other out-of-school activities as required by the School and to attend rehearsals, practices, matches, as necessary, on School days, unless a pupil is specifically exempted.
- All pupils from Prep 2 – Prep 6 are required to wear uniforms. In all matters of dress, hairstyle and appearance the arbiter of what is acceptable is the pupil’s Class Teacher and, ultimately, the Co-Heads of the Prep School.
- For Physical Education and Games, the regulation sports clothing must be worn. All sports kits must be clearly marked with the pupil’s initials on the outside and name tags on the inside. All pupils playing games are required to uphold a high standard of sportsmanship, as well as safety. If the uniform of a pupil is deemed ‘unsafe’ i.e., no gum shield, shin pads etc., the pupil may be asked not to participate in the lesson and will either observe or stay in their classroom with a trusted adult.

- Any pupil who causes damage to property belonging to the School must be reported to the Co-Heads of the Prep School and may be charged for the damage caused.
- The School provides classroom storage trays and lockers for personal property but accepts no responsibility for loss or damage of any kind. Money and valuable items should not be brought to School.
- Mobile telephones, iPads, Smart Watches or similar devices, may not be used on the School campus at any time. Some children wear Smart Watches which are used for reading the time only, this is acceptable.
- Email and access to the Internet is strictly for educational purposes only. Pupils are required to sign a contract to this effect, countersigned by a parent.
- Pupils must always use the footbridge to cross Clarence Lane and must be supervised by members of staff.
- Pupils are not allowed to bring Tippex or chewing gum to School.

## Appendix 2

### Good Practice for Staff: Expectations of adult behavior particular to EYFS/Pre-Prep

All adults in the Pre-Prep school must encourage acceptable behaviour. There must be a positive, calm, relaxed atmosphere throughout the school.

All adults in EYFS/Pre-Prep should:

- Focus on what is going well.
- Give plenty of praise where appropriate – praise needs to keep its value. '**Catch them being good**' – praise the child immediately when he/she is behaving as required. Children can be sent to the Head of Pre-Prep or Co-Heads of Prep for further acknowledgement if they are displaying good behaviour.
- Draw attention to acceptable behaviour. Try not to give attention to unacceptable behaviour but look for someone close by who is doing the 'right thing' and praise that behaviour, clearly stating what is expected.
- Give clear and regular reminders of what is expected.
- "Teach" acceptable behaviour calmly, taking time to explain the reasons to the children.
- Take time to listen to the child as well as giving guidance.
- Set an example ourselves through dress, manner, courtesy and care.
- Try to eradicate all unacceptable behaviour by making it clear that it is the **type** of behaviour which is not acceptable and which we don't want – the child must feel valued.

There is a corporate responsibility on the whole staff, both teaching and non-teaching, and all adults connected with EYFS/Pre-Prep for carrying out this ethos and discipline in the department. Parents are told about Ibstock ethos and values (Be Kind, Be Curious, Be Courageous) in the Meet the Teacher Briefing which is held at the beginning of the School year.

Most teachers make use of the fact that their behaviour influences that of the children in order to help them learn new skills or become more socially adjusted. Teaching tips can reduce the possibility of disruptive behaviour in the classroom.

## Teaching Tips for EYFS/Pre-Prep

1. Arrive at the classroom/activity area before the children.
2. Prepare apparatus/furniture before children arrive.
3. Control children's entry to the classroom or activity area.
4. Be familiar with equipment and material the children will be using.
5. Prepare and instruct activities thoroughly.
6. Have a definite start to each session and a way of sustaining interest.
7. Give clear instructions.
8. Prepare material for differentiated children's needs.
9. Ensure work is appropriate and easily understood (age/ability/background).
10. Develop an effective way of eliciting responses.
11. Time activities to fit the available session.
12. Vary teaching approaches and be able to provide for flexibility (group work/individual).
13. Take time to listen to the child.
14. Use distraction – divert the child's attention to a more profitable activity.
15. Reprimand privately. Use eye contact and speak quietly.
16. Make use of children's aptitudes, skills knowledge and interests.

Acceptable standards of behaviour, work and respect depend on the example of the Pre-Prep and Prep School teachers. Good order is achieved by:

- setting high standards;
- applying rules firmly and fairly; and
- expecting to give and to receive respect.

Relationships with our pupils are vital so please take the initiative:

- greet and be greeted;
- speak and be spoken to; and
- smile and relate.

Issues are expected when children are learning and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them. Address the problem and try not to react:

- avoid confrontation;
- listen;
- establish the facts;
- judge only when certain; and
- use punishments sparingly.

All informal contact contributes to standards of behavior and staff are asked to control behaviour by taking the initiative at every opportunity. Expect to:

- start the dialogue;
- greet pupils;
- deal with all misbehavior; and
- set high standards of speech, manner and dress.

Well-prepared, stimulating lessons generate good behaviour and earn respect. Class and Specialist Teachers must design seating plans and choose working partners for pupils, and they should change these arrangements from time-to-time. Vulnerable pupils are also less likely to become isolated or to be bullied when teachers control with whom they sit and work. Pre-Prep and Prep School pupils are encouraged, in a variety of lessons, to work in co-operative learning groups.

Teachers are expected to:

- arrive before the class and begin on time;
- be prepared for the lesson;
- keep everyone occupied and interested;
- extend and motivate all pupils;
- positively praise pupils
- mark all work promptly and constructively;
- set homework according to the homework timetable;
- encourage creative dialogue;
- keep an attractive, clean and tidy room;
- maintain interesting and stimulating wall displays; and
- use first names.

Staff should do all they can to avoid:

- humiliating: it breeds resentment.
- shouting: as it diminishes staff.
- over-reacting: the problem will grow.
- blanket punishments: the innocent will resent them.
- over-punishment: never punish what cannot be proven.

Seek assistance from the Prep Management if required. Advice is to:

- keep calm: it reduces tensions.
- listen: it earns respect.
- be positive and build relationships.
- know your pupils as individuals.
- be consistent.
- use humour: it builds bridges.

Insist on acceptable standards of behaviour, work and respect. Expect to:

- apply School and Class Rules uniformly;
- work to agreed procedures;
- insist on conformity and School uniform; and
- follow up issues to their conclusion.

The majority of the Pre-Prep and Prep School pupils conform and are co-operative. Deal immediately with the few who may wish to test boundaries. If you cannot resolve a problem, refer the matter to the Co-Heads of Prep School. Together, the matter can be pursued to a satisfactory conclusion.



## Appendix 3

### Drop-off and pick up meeting points for KG–Prep 6

KG:	08.30–15.30	Pre-Prep Gate
Prep 1:	08.30–15.30	Pre-Prep Gate
Prep 2:	08.10–15.40	Pre-Prep Gate.
Prep 3:	08.10–15.40	Prep 3 Gate (Corner of Priory Lane and Danebury Avenue)
Prep 4 and 5:	08.10–15.40	Theatre Gate
Prep 6:	08.10–15.40.	Prep 6 Gate (by Music Room)

## Appendix 4

### Appendix 4

#### Behavioural Incidents

##### Low-level behavioural issue (one-off issue)

Examples: talking in lessons, being disruptive, being unkind in class, lack of effort, being rude to teacher or peer, etc.

- Verbal warning
- Minutes off break
- Internal class sanctions to be given
- Report to Class Teacher or Classroom Assistant

##### Repeated offence or more serious incident

Examples: report of physical aggression, swearing, being consistently disruptive in lessons, name-calling etc.

- Pupils to write down their perception of the incident and name it
- Report to Class Teacher or Classroom Assistant immediately
- Conduct Mark may be given
- Email or phone call to primary carer
- Apology letter may be required
- All staff to be made aware in morning briefing
- Detention may be given if seen necessary. Letter to parent.

##### Serious offence

Examples: e-safety or GDPR breach, physical aggression (if a mark is left), swearing, 'picking-out' another pupil/being rude to them, poor behaviour in specialist lessons, particularly Games, poor behaviour on school trips.

- Pupils to write down their perception of the incident
- Report to Class Teacher or Classroom Assistant immediately
- Conduct Mark may be given
- Email or phone call to primary carer
- Apology letter may be required
- All staff to be made aware in morning briefing
- Detention may be given. Letter to parent
- Pupil to go to a member of FLT and should be separated from peers until interviewed
- Pupils may not be allowed to attend sport fixtures or special events
- Internal or external suspension may be required
- Notes to be collated in pupil folders. Consider ~~MyConcern~~

##### Bullying or Suspected Bullying

Examples: physical or emotional abuse. Peer-on-peer abuse. Cyberbullying (in or out of school hours if reported). Sexual abuse.

- All pupils involved will be separated and will be required to write down what has been happening
- Pupils to be interviewed by a member of FLT and Class Teacher or Classroom Assistant
- Parents of all pupils to be informed
- Internal or external suspension may be required
- Letter to be sent to all those involved specifying incident and evidence. Anti-bullying policy to be consulted.
- Notes to be collated in pupil folders
- Notes to be added to ~~MyConcern~~

## Appendix 5

### Physical Contact and Touch

The term 'physical contact' is used to describe the use of touch for purposes in different contexts.

The Children Act 1989 and 2004 makes it clear that the 'paramount' consideration in any decision should be in the best interest of the child concerned. 'Paramount' in this context means that it should be the first thing people think about and it takes precedence over other considerations.

Physical contact should always be about meeting the needs of the child. Actions that can be ambiguous are open to misinterpretation. Staff should always think before making any physical contact. They should be clear about why their actions are in the best interest of the child concerned. They should remember that some children like physical contact and some do not.

Used in context and with empathy, physical contact/touch supports the development of natural interactions with the children and young people we care for. It can also be key to developing fundamental social, behavioural and attention skills. Whilst offering physical support to those pupils who need it.

### Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercise or techniques during PE lessons or sports coaching; and
- To give first aid.

### Whole Prep School including EYFS

At Ibstock Place School, we understand that pupils learn who they are and how the world is 'in relationship'. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing. Touch is recognised as being a physical way to sooth, calm and contain distress.

If physical contact or touch is to be used, it must be done with the full knowledge and consent of parents/carers, by trained and supervised staff in carefully monitored situations where its therapeutic use has been agreed because it addresses an identified developmental need on the part of the child.

If pupils are behaving in unacceptable, threatening, dangerous, aggressive, or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled

and communicated safely. In recognition of this, under special, agreed, and supervised conditions, trained staff will consider using touch as one of the means available to them for example to calm a distressed child, to contain an angry or wild child and/or encourage or affirm an anxious child or to support a child with low self-esteem.

Other means of calming, soothing and containing pupils' strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display (shout, cry etc)
- and then regulating it down
- Talking slowly firmly and quietly in an unhurried way
- Providing clear predictable consistently held boundaries

**Contexts where physical contact may be used:**

A staff member may choose to hold children for a variety of reasons, but in general terms would normally do so for either comfort or reward. Teachers and Assistants will always engage and interact with children professionally, safely and compassionately and this sometimes involves touch.

**Pre-Prep:**

1. Pupil is finding beginning of term transition difficult (Kindergarten):
  - Child may hold the teacher/assistant's hand
  - Child may sit on the teacher's lap until settled
2. Pupil is injured in the playground:
  - Child may require first aid
  - Child may need additional comfort from a teacher/assistant
3. Pupils may need help with getting changed:
  - In order to promote greater independence and a sense of good personal hygiene, pupils may be asked to change after PE and Games
  - Kindergarten, particularly, and some Prep 1 children, may need additional help with this and, therefore, physical contact may be required
  - By Prep 2, all pupils should be encouraged to change independently, though additional help may be needed with items such as buttons on dresses and shirts
4. Pupil is having some emotional issues:
  - In some cases, pupils may have some strong emotional issues in relation to friendships or issues at home. These children may require some additional comfort in school

- A hug may be required when a child is particularly upset but this should be appropriate and side-on where possible
5. Pupil may be rewarded by 'touch':
    - Some children may like to receive a 'high five' when tasks are completed well. This can often be seen in lessons such as Games
    - Pupils in assembly shake the hand of the Co-Head, Assistant Head or Class Teacher as a congratulatory gesture
  6. Necessary touch in lessons:
    - As pupils are learning new life skills such as writing, it may be necessary for the teacher or assistant in charge to assist with correct pencil grip and guided writing for the formation of letters and numbers
    - Other lessons such as PE and Games may require additional physical contact in order to develop hand-eye coordination skills or correct stance
  7. Pupil says goodbye at the end of the day:
    - Without the restrictions caused by Covid-19, pupils shake the hand of the person dismissing them as a sign of respect
    - A formal 'Good Afternoon' or 'Thank You' is expected as well
  8. Pupil is refusing to come into the School/classroom or is running away from teacher:
    - If a pupil is posing a danger to themselves or others, and is at an appropriate age to be physically moved, the Head of Pre-Prep may decide that a physical intervention is the best course of action
    - If a child is picked-up, the Head of Pre-Prep will be required to fill in a 'Physical Intervention' folder and inform the parents of the incident
    - Staff will then be briefed accordingly
  9. Health and Welfare of the pupils:
    - Although pupils are expected to be bathroom trained before they begin school, it is possible that there may be incidents where a child may have an accident at school which will require a member of staff to change them into dry/clean clothes
    - It may also be possible that a member of staff needs to show a pupil how to use the classroom facilities
    - A child who is struggling to sit correctly on the carpet may be assisted by a member of staff. Sometimes this can be due to a lack of physical core strength and help may be required
    - When walking around the school, the leading child within a line may hold the hand of the adult in charge as a guide to their route. It may also provide a source of comfort or be a habit that they are familiar with at home

## Prep School:

1. Pupil may need help with changing
  - By Prep 2, all pupils should be encouraged to change independently, though additional help may be needed with items such as buttons on dresses and shirts.
2. Pupil is injured in the playground
  - Child may require first aid
  - Child may need additional comfort from a teacher/assistant
3. Pupil is having some emotional issues:
  - In some cases, pupils may have some strong emotional issues in relation to friendships or issues at home.
  - These children may require some additional comfort in school
  - A hug may be required when a child is particularly upset but this should be appropriate and side-on where possible
4. Necessary touch in lessons:
  - Pupils continue to develop important life skills such as writing, and it may be necessary for the teacher or assistant in charge to assist with correct pencil grip and guided writing for the formation of letters and numbers
  - Other lessons such as PE and Games may require additional physical contact in order to develop hand-eye coordination skills or correct stance within a sport
5. Pupil may be rewarded by touch
  - Some children may like to receive a 'high five' when tasks are completed well. This can often be seen in lessons such as Games
  - Pupils in assembly shake the hand of the Co-Headteacher, Assistant Headteacher or Class Teacher as a congratulatory gesture
6. Pupil says goodbye at the end of the day
  - Without the restrictions caused by Covid-19, pupils shake the hand of the person dismissing them as a sign of respect
  - A formal 'Good Afternoon' or 'Thank You' is expected as well
7. Pupil is refusing to come into the School/classroom or is running away from teacher
  - If a pupil is posing a danger to themselves or others, and is at an appropriate age to be physically moved, the Head of Prep and or Deputies may decide that a physical intervention is the best course of action
  - This will be decided in relation to pupil gender, age and size.
  - If a child is moved in the appropriate way (see Physical Intervention Policy), the 'Physical Intervention' folder and inform the parents of the incident
  - Staff will then be briefed accordingly

## Appendix 6

### Detention Task

Name:

Date:

Please complete the following on a piece of A4 lined paper. Remember to put your name at the top.

Write a paragraph to explain the reason that you are in detention.

Write a paragraph to explain how you are going to avoid having detention in the future.

Write down all the different ways that you feel that your education will help you in the future or has helped you already. E.g. talk about what you have learnt in Science, Maths, English etc.

Write a guide for a new pupil at Ibstock Place School to tell them what they should and should not do at school/ in the school day.

Explain to a new pupil how that they can be successful at Ibstock.



# Three Strikes: you're out.



**Warning**

**Warning**

If you miss minutes off break or a full break three times in a week you will receive a strike. Three strikes equal a detention.

**There is no fourth strike in baseball.**