



Northbourne Park School

Discipline Policy (Pre-Prep)

Author	Date	Frequency of Review	Review Date	References	Agreed by
EWB / AP	06.2014	Two years	06.2016		EWB. AP
SR/AP	01.2016	Two years	01.2018		SR.AP
GR	11.2019	Two years	11.2021		

The Pre-Prep is a caring, home-from-home environment in which children make a confident and smooth transition from life at home to life at school. It establishes in them the confidence to be involved in the supportive community around them and to empathise more with others.

We expect the children to be considerate to others and polite throughout the different parts of the school day. Kindness to others and generosity underpin both the success of the community and our key educational objectives in encouraging our pupils to progress from the more naturally egocentric attitude of younger children towards the developing awareness, tolerance and acceptance of others demonstrated by our older ones.

Our rules and expectations of behaviour are determined through a strong pastoral framework, focusing on each child as an individual and through,

- class teaching
- pastoral guidance
- close monitoring
- assemblies
- clubs and activities
- snack, lunch and playtime

Positive Reinforcement

The Pre-Prep staff reinforce positive rules about behaviour throughout the school day and a clear statement of agreed class rules, specific to the year group concerned, is posted in each classroom.

These might include:

- We follow instructions the first time.
- We are polite.
- We listen carefully.
- We respect other people and their possessions.

- We say things which are kind, necessary and true.
- We are honest.

Teachers are themselves positive role models for the children, who emulate them in being considerate, listening people. The staff conducts itself according to the same standards expected of the children in its care. They reward positive behaviour, using positive comments when addressing the children.

Rewards

A system of rewards is introduced in the first week of the school year that each child knows and understands. If the class or individual keeps within the school rules, they receive a star, marble or honeycomb to collect. The Class Teacher rewards them with a treat, for example extra playtime or extra activities. Classroom Teachers award individual pupil achievement or progress with stickers and with Headmaster's Commendations for exceptional progress or achievement in and out of the classroom.

The Class Teacher

The Class Teacher and Teaching Assistants are the primary carers in achieving a high standard of behaviour from pupils in a class across their academic, extra-curricular and pastoral life in the school. S/he liaises closely with the Head of the Pre-Prep in delivering this. S/he should always pass on points of concern to the Head of the Pre-Prep and seek advice when necessary.

Poor Behaviour

Children make mistakes; it is in their nature. We believe that through mistakes, children can learn and develop appropriate behaviour both individually and with each other. Our aim is that there should always be a positive resolution to any disciplinary issue that arises. Children should be,

- *made aware as to where they have gone wrong*
- *encouraged to consider why they have allowed the incident to happen and*
- *asked to consider how they can amend their behaviour and learn from the incident.*

Minor Sanctions

If individuals do not keep to the class rules, certain sanctions apply. These have a ladder of severity according to the seriousness of the event and the frequency of its occurrence.

Break Time Discipline

The outside play area allows all children to play wherever they want to. If a child behaves poorly, s/he may be only allowed to stay on the terraced area. Each incident will be logged in the Playground Book.

Documentation

The Class Teacher is responsible for documenting and maintaining accurate records of incidents which arise in school. If a child demonstrates specific behaviour patterns, these will be logged and kept on file by the

Class Teacher. The Class Teacher should review the Playground Book regularly and note any repeated patterns of minor indiscipline. These should be logged in the incident file kept in the staff room.

On being told of a playtime incident, the Class Teacher should,

- Discuss the incident with the child involved and suggest a remedial course of action.
- If behaviour is repeated, check with the Learning Support Teacher to see if there are SEN factors involved.
- Consider whether further action is required.
- Inform the Head of Pre-Prep who may:
 - discuss the child during weekly staff meetings (Welfare)
 - discuss the incidents immediately with the Headmaster
 - discuss the incidents during the weekly meeting with the Headmaster
- Discuss the incident informally with parents, exploring with them different ways to manage the poor behaviour and enlisting their co-operation. The Learning Support Teacher may well have some ideas to contribute at this point
- Inform the parents of the action taken, usually in a meeting with the Headmaster.