



BILTON GRANGE

PREPARATORY SCHOOL

Good Behaviour Policy

September 2021

This policy covers the systems in place for promoting good behaviour throughout the School. Systems are adapted to the age of the children in question and for the distinct phases within the School: Prep (Years 4 - 8) and Pre-Prep (Nest (3+) to Year 3). This policy should be read in conjunction with the BG Policy (26) Discipline and Sanctions Policy.

A calm, ordered and purposeful atmosphere is essential in promoting good pastoral care and is the foundation for effective learning.

Staff should always remain aware that many unavoidable aspects of schooling can lead to stress or confusion for children: a considerable number of people in close proximity; frequent movement around the buildings; a large variety of clothing and equipment to be used; a steady stream of important information. It is well documented that stressful situations, since they suggest a lack of care or support, encourage relationships to deteriorate and poor behaviour to increase.

It is vital, therefore, that every member of staff maintains the highest levels of care and attention to the effective management of school routines and to the active creation of an ordered environment, which in turn will be reflected in positive, supportive relationships between all members of the school community.

The following elements combine to promote good behaviour:

- A safe physical environment.
- Reasonable and clearly stated expectations, based on a firm understanding of the ethos of Bilton Grange.
- Well maintained and well managed school resources: everything should have a place.
- Careful long-, medium- and short-term planning by staff for all aspects of school life.
- A smoothly ordered routine throughout the day and for all Bilton Grange events.
- A Bilton Grange community which is fully informed of events and changes to routines.
- Positive relationships which are fostered and modelled by adults.
- A system through which kind, helpful, thoughtful behaviour is recognised and celebrated.
- A system through which inappropriate behaviour is identified and addressed quickly, but fully.
- Children who sense that they are known as individuals, feel connected to Bilton Grange, and see that they have the close support of at least one member of staff.

Below are listed the methods and routines of Bilton Grange which promote and maintain these elements. The list is not an exhaustive one.

Prep (Year 4-Year 8)

The Role of the Form Tutor and Form Tutor time

The role of the Form Tutor is crucial to the provision of effective pastoral care at both the individual level and the peer group level.

Full details of the Form Tutor's role can be found in the Staff Handbook.

Form Tutor time begins at 0810 each morning until 0825. This time must be used by tutors to help the members of the Form get ready for the day.

Daily Bulletin

The Daily Bulletin is compiled by the Deputy Headmaster or a member of staff under his delegated authority, and circulated as a hard copy and electronically by 08:00 every morning: to each Form Tutor, to Boarding, to the Gallery, to the Junior Foyer and to the main stairwell.

The Daily Bulletin should include:

- Any changes to normal school routine
- Notices from staff
- Reminders of school rules when necessary, or notice of any new rules
- Lost items to be found, and found items to be collected
- A list of events coming up in the week ahead

Form tutors must read through the bulletin each morning with their Form in order to equip them with the information they need for the day.

Gather

At 10.30am on most days, the school gathers in the Gallery for Fall-in, which we hope creates a 'whole-school' basis for the school routine. Congratulations, announcements and notices can be given by the Headmaster and Deputy Headmaster.

To minimise the amount of new information given at this time, general notices are put on the Daily Bulletin, but the Headmaster may wish to emphasise particular messages.

From Fall-in, the school progresses in silence to Chapel, providing for a calm, ordered start to the service.

Chapel and Assembly

Our frequent Chapel services provide a natural setting for the promotion of positive relationships, careful action and personal responsibility, guided by the Christian principles which underlie Bilton Grange's ethos.

On Monday mornings, the Headmaster holds an Assembly to review the previous week and look forward to the coming days, introducing the theme for the week. Success in all fields is shared and celebrated; feedback from visitors, or from visits, is given. Music and Speech & Drama performances may be included. The children's help in ensuring routines are followed can be requested and important guests or events can be introduced.

Lessons

Around school, but particularly in the main house, we all walk on the left-hand side. This not only helps avoid collisions but will give the handrail to those descending the main stairs.

In order to allow children in the corridors in the academic block to move freely between lessons, children are asked to line up outside the room, against the wall, whilst keeping the doorway free.

At the start of each lesson, children should stand behind their chairs and wait to be told to sit down. They are also expected to stand for any member of staff or visitor who enters the room.

At the end of each lesson, it is good practice to ask the children where they are heading next. This ensures that all are aware of where they need to go.

Children are expected to thank staff for the lesson as they leave the room.

Break Times

The high standards of teaching at Bilton Grange must be matched by similarly well-planned breaks.

The staff duty rota ensures a regular patrol of staff in, or through, all the areas used by the children at break.

The Duty Board in the Gallery lists all the staff on duty at that moment, allowing children to find any assistance they need.

The Deputy Headmaster is responsible for the planning of break times. He should liaise with duty staff and children to ensure that the children:

- Have access to activities in which they wish to engage.
- Are sufficiently supervised for the activities in which they are engaged.
- Receive all the support they need to resolve any problems that arise.
- Are aware of which areas they are allowed to play in, depending on weather or other Bilton Grange events.
- Are aware of, and follow, the relevant rules for each area of the school.
- Are properly dressed to enjoy their breaks.
- Have enough time to eat and drink.
- Move through the servery and dining room with the minimum amount of queuing.
- Are ready on time to resume academic lessons.

External trips and journeys

The same high standards of behaviour are expected from children when they are on trips out of school, and we will underline to children that they will be seen as ambassadors of Bilton Grange by members of the public. Equally it is imperative that on any vehicular journey arranged by school, whether on a trip, on a sporting fixture or in the process of coming to school in the morning, the children's behaviour is appropriate and does not cause a distraction; this includes wearing seat belts

at all times, not shouting or throwing objects, and responding immediately to any instructions given. Drivers will remind children of these rules before a journey commences in the case of school trips,

and the first time a child uses a morning pick-up service. This links to the Minibus Policy (No 6), and all drivers are trained with regard to pupil behaviour as part of their MIDAS induction.

Good and Bad Marks

The Good and Bad Mark system is central to the promotion of good behaviour.

Good Marks

Good Marks are to be awarded for behaviour that is kind, helpful or thoughtful during the course of the day. RAK (Random Acts of Kindness) awards may be given to boarders during Boarding time (see Boarding Policy).

There is no definitive list of actions deemed worthy of a Good Mark in order to maintain flexibility in the system and to allow staff to use Good Marks as they see fit. The Good Mark lists are displayed in the Gallery. Good Marks should be awarded when the qualities which we wish to promote are displayed. Good Marks are available to all children at any time of the school day. Tutors, Heads of Phase and Section Leaders should ensure that all children are earning Good Marks each quarter and should point out opportunities to do so to any individual who is struggling.

At the end of each quarter of the term, Good Mark totals are calculated. The winning Section is announced at the Headmaster's Assembly, and the Conduct Cup is awarded. At Section Meetings, individual totals can be discussed and celebrated.

Bad Marks

For details of the Bad Mark system, see the Discipline and Sanctions Policy No. 26.

PSHEE

The PSHEE syllabus contains many topics to promote good behaviour, including:

- Manners
- Assertiveness
- Personal Development
- Anti-Bullying
- Sportsmanship
- Making Decisions
- Learning to say 'No'
- Friends and Friendship

Prefects

A group of 6th Form children are promoted by the Headmaster and/or Deputy Headmaster to become Prefects. They are chosen because they have developed the interpersonal skills which we value.

The Prefects meet regularly with the Deputy Headmaster, who assists their further development as helpful, supportive peers for all members of the community.

Prefects have no powers of punishment; emphasis is placed on helping those in difficulty, dealing with strong emotions and modelling good behaviour. Prefects are encouraged to be the most aware of all pupils – knowing names, rules, routines and events – so as to be the most helpful and responsible.

Section Prefects are a bridge between 6th Formers and School Prefects and enable children to aspire to promotion. Section Prefects are included in the Prefects' Duty Rota. Duty Prefects report to the Deputy Headmaster at the start of each day to enquire if there is anything that needs doing. At Milk Break, they will either help in the Dining Room or be directed to assist with supervision in the Junior area.

Gap Assistants

Every year, Bilton Grange employs a number of Gap year Assistants who are between school and university. Used to assist academic staff in the classroom, on the games field and during free time, it is hoped that these students develop close, positive but less formal relationships with the pupils: they are often described as being similar to older brothers and sisters. They often prove especially valuable for the 6th Form, who are soon to mix with pupils of this age when they transfer to senior school. Mindful of the fact that they may well learn of some aspects of the children's lives before other adults, they are made fully aware of good practice in safeguarding children by the Assistant Head Pastoral and Deputy Headmaster.

Pre-Prep (Nest (3+) to Year 3)

The Role of the Form Teacher

The role of the Form Teacher is central to managing the behaviour of the children in each year group. Each child should feel that they are known and understood as an individual and Form Teachers strive to build secure and close relationships with the children in their care. This ensures that Form Teachers are able to pick up on changes in mood, presentation or behaviour and the hope is that children feel comfortable enough to be able to openly share concerns or difficulties that may arise. The Form Teacher maintains close and regular contact with the parents and the home-school links are a crucial element in our pastoral care.

Supervision

Due to the age of the children in the Pre-Prep, close supervision throughout the day is paramount. Children are never left unsupervised within classrooms, and a member of staff is always within sight or sound (or ideally sight and sound) of every child.

EYFS children (Nest and Reception) are supervised following, as a minimum, the ratios as laid out in the EYFS Framework, Safeguarding and Welfare requirements, but generally our ratios far exceed those stated.

All areas of the playground are supervised by staff members, on a duty rota, and this supervision is expected to be active, with staff patrolling and interacting with the children. Staff are there to support children to solve small disagreements and to ensure all children are happily involved in play.

Children of this age will often find unstructured times of the day more challenging, and so close supervision is also expected for times when classes are moving around the building, in changing rooms and cloakrooms, and when children are taken for toileting and hand washing.

PSHEE

Our PSHEE programme is a central element to the development of the children's personal, emotional and social skills. From Reception, each year group follows the JIGSAW PSHEE programme which addresses the following topics:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

As issues arise through the year, Form Teachers will use their Form Time to address and discuss behavioural issues, focusing particularly on the effects and consequences of poor behaviour and reflecting on better choices that could and should have been made.

The School Charter

As part of the Pre-Prep PSHEE programme, Jigsaw, each year the children are involved in creating their own behaviour 'School Charter'. This is a collaborative process, and the children's ideas from each year group are compiled to make a charter over which the children feel a sense of ownership. The Charter forms the basis for our behaviour expectations through the year and is referred to by staff in their discussions with children.

Super Skills

Throughout the Pre-Prep we have an embedded set of 'Super Skills' characters, who embody certain characteristics that we are hoping to develop in the children.

- Teamwork Tiger
 - Persevering Penguin
 - Exploring Eagle
 - Creative Chameleon
 - Caring Koala
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- Go for it Gorilla
 - Proud Peacock
 - Concentrating Crocodile

These characters are used to exemplify and encourage good behaviours and they also form a central role in our positive behaviour system in the Pre-Prep. Each classroom has a display including the different characters, as when a child displays a particular characteristic, their name or photo is moved over and celebrated.

Each week in assembly, one child from each class (Reception to Year 3) is chosen to receive the Super Skills Cup, and the way that they have shown one of the characteristics is explained and praised.

Good Marks

As in the Prep, the Pre-Prep runs a system of good marks. Children can earn these for good behaviour, good manners or good effort in the classroom. Good marks are often, but not always, linked to one of our Super Skills. At the end of each half term, the points from each class are collated and combined to form a winning 'section'. The winning section and the top section point winners from each section are announced in the headmaster's assembly and receive a treat reward.

Discipline

Sanctions for poor behaviour are dealt with by the Form teacher in the first instance. All low-level incidents are investigated and discussed, with the child being encouraged to reflect on the reasons for, and the consequences of, their actions. They are always encouraged to take an empathetic viewpoint and to apologise to the injured party if appropriate.

Any misbehaviour deemed beyond the lowest level will be recorded as an incident on iSAMS and therefore passed on to the Assistant Head Pre-Prep. Sanctions will then be imposed depending on the incident, which may include, but are not limited to, parents being informed, a missed playtime, removal from an optional activity or event. Repeated poor behaviour will be tracked via a 'behaviour log' and regular contact will be made with home so that a plan can be agreed.

For the most serious incidents, the Deputy Head will always be informed.

Details can be found in the Discipline and Sanctions Policy (26).

Support Systems

It is important to realise that poor behaviour will generally have an underlying cause, and we should always be alert to potential issues or safeguarding concerns. Form Teachers are always available as the first point of call for pastoral support, as is the Assistant Head Pre-Prep.

The School Counsellor is available to meet with pupils and/or parents where appropriate.

Special Educational Needs and Disabilities

It is understood that certain elements of the School behaviour policy may be difficult to adhere to consistently for some pupils with additional needs. In this instance, the safety of the pupil and other pupils would be our first priority, followed by the maintenance of a calm and purposeful learning environment. Under the Equality Act 2010, reasonable adjustments would be able to be made to support the learning and day to day interactions of all our pupils and, in certain cases, additional supervision or support resources may need to be employed.

Transition

Transition from year to year, and from the Pre-Prep to Prep can be significant milestones for children of this young age and the appropriate support systems will need to be in place to ensure that children are able to make the steps forward in a confident and successful manner. Prior to the end of each academic year steps are taken to prepare children for transition, including a 'Transition day' where pupils visit their new classroom and teacher. Effective handover notes between teachers is vital and meetings are held for this purpose each year.

Record Keeping and Communications

An important part of tracking behaviour is the effective communication between staff and detailed record keeping systems. This enables teachers to track pupils' behaviour through the year and ensures that important information is not lost in handover. All key incidents and meeting notes are recorded on iSAMS. Pupils causing concern are raised in our Pre-Prep weekly meeting so that all staff have a raised awareness and can share relevant details and observations.

Encouraging Good Behaviour in Early Years

Encouraging good and kind behaviour is an integral part of every lesson and every interaction that takes place between staff and pupils in the Early Years. Staff will model good behaviour to the pupils and will seek opportunities to praise good behaviour when they see it. Young children will naturally want to please, and they will seek to copy the good behaviour of others. Staff in Nest and Reception teach the children about 'Kind Hands' and 'Kind Words' as a way of discussing and encouraging words and actions that are kind to others. Behaviours that are not kind are used as learning points. The staff take time to discuss the behaviour and how it may have impacted on their peer. Children are always encouraged to take an empathetic viewpoint and to make a sincere apology if they have not made a good choice.

Other policies:

It is to be expected that the aims of this policy are reflected throughout all the other Bilton Grange policies, but the following are directly linked:

Form Tutors' Duties	Section 3
Staff Duties	Section 3
School Rules	Section 4
Safety in Lessons	Section 5
Health and Safety in School	Section 7
Boarding Policy	Policy 7
Child Protection Policy	Policy 25
Discipline & Sanctions Policy	Policy 26
Anti-Bullying Policy	Policy 30

Authorised Risk, Compliance and Safeguarding Committee:	
Date:	22 September 2021