



THE
KING'S SCHOOL
CANTERBURY

JUNIOR KING'S

Pre-Prep Behaviour Expectations Statement

(To be read in conjunction with whole school Policy)

Responsible Person: Camilla Webster (Head of Pre-Prep)

Latest Review Completed: September 2023

Introduction

This document is a statement of the aims, principles and strategies for the Pre-Prep Department at The Junior King's School. It should be read in conjunction with the AEN, Bullying, and PSHE statements as well as the Child Protection policy to establish the general ethos of the Pre-Prep Department.

Rationale

This document provides a framework for the creation of a happy, secure, safe and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the expectations of the Pre-Prep Department and how to apply this consistently and fairly.

Aims

- To ensure a safe, caring and happy Pre-Prep Department
- To promote good citizenship and mutual respect
- To ensure appropriate behaviour and good manners throughout the Pre-prep
- To encourage and praise greater effort in both work and behaviour
- To provide a system of rewards to encourage effort in work and good behaviour
- To prevent bullying

Every child has the right to learn and no child has the right to disrupt the learning of others.

The aims of the behaviour expectations are reflected by the Pre-Prep Code.

The Pre-Prep Code

The Pre-Prep code is as follows:

- Show good manners
- Be tidy
- Work hard
- Be thoughtful
- Be friendly

We 'wrap' this code within a simple framework:

Be Respectful

Be Ready

Be Safe

Our Pre-Prep Promise is:

Today we will: work hard, play nicely with our friends and be kind.

Rewards

Children are rewarded each week with 'Sparkle of the week' certificates. We aim to ensure every child receives this at least once a term.

Reception and Y1 have sticker charts in their classrooms.

In Year 2 the rewards become 'online' virtual stickers in the form of 'Dojos'.

Sanctions

- Should the Pre-Prep Code be broken the child/ren in question are spoken to by the class teacher and reminded of their expected behaviour and correct choices.
- Extreme case – discussion with Head of Pre-Prep and the incident recorded – parents informed and invited to discuss the situation with the class teacher and Head of Pre-Prep/class teacher.
- CPOMs pupil profile portal

Responsibilities

All members of the Pre-Prep community – teaching and non teaching staff, parents and children, work towards the Pre-Prep aims by:

- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Fostering a ‘growth mindset’ attitude in all children
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the Pre-Prep community
- Offering equal opportunities in all aspects of Pre-Prep life and recognising the importance of different cultures
- Encouraging, praising, and positively reinforcing good relationships, behaviours and work
- Rejecting all bullying in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Working as a team, supporting and encouraging each other.

Procedures for providing children with the opportunity to discuss appropriate behaviour

- Speaking with a teacher
- A programme of personal, social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility (see PSHE statement)
- A clear focus for work on relationships and feelings as part of the PSHE work throughout the Pre-Prep
- Assemblies
- Circle times

Liaison with parents

If appropriate, parents will be kept informed about their child’s behaviour. If it appears that this has to be monitored on a regular basis a ‘Behaviour’ book may be started. The book is written in by the teacher or classroom assistant each day and sent home. The parent writes in it each evening and returns the book to school the next day. When the behaviour improves the ‘Behaviour’ book can be reduced to a weekly contribution.

Verbal contact with parents is often a very good strategy, and copies of any letters or written records should be retained by the class teacher.

Outside Agencies

Any worries about any pupil should be discussed with the special needs co-ordinator. There will be times when the advice of outside agencies will be required. This will be a result of discussions between the class teacher, Head of Pre-Prep, and Head of Learning Support.

This will be reviewed every year.

Biting

At JKS we recognise that small children, for a variety of reasons and from time to time, attempt to bite other children or adults. There are a number of reasons for biting to occur. It can be due to teething, frustration, experimentation or an attempt to gain attention from adults or peers.

Should a child bite another child whilst at school, appropriate measures will be taken to: attend to the injured child; deal with the child that has bitten regarding their behaviour, keep appropriate records and inform both parents without naming respective parties.

Should biting incidents reoccur, parents must be kept informed and further help and advice should be sought from the SENDCo department and or the child's GP.