Pre-Prep Promoting Positive Behaviour and Anti-Bullying Policy (including EYFS)

"The School is strongly committed to promoting equal opportunities for all, regardless of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability."

Action	**Policy to be reviewed annually**	
	Responsible	**Date**
Reviewed	Amanda Waters	Summer 26
Approved	Sophie Stephens	Summer 26
Next review	Amanda Waters	*Summer 2027*

At **Gresham's Pre-Prep** we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading on to a path to self-regulation.

Pre-Prep actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.
We implement the early year's curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour.
We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

The **'Golden Rules'** form the basis of our Behaviour Policy and this is reinforced through:

- Assemblies – whole school and class
- Circle Time
- Golden Time
- The Pre-Prep House System
- Class Councils
- PSED/PSHE lessons

The 'Golden Rules' are as follows:
- Be Kind
- Work hard
- Be honest

The 'Golden Rules' are displayed throughout the school.

REWARD SYSTEMS

Children are rewarded in the following ways:
- Praise – verbal and written praise is used frequently by all staff
- Stickers and certificates – stickers are awarded by class teachers on a daily basis
- Special assembly – Headmistress stickers and awards are given out weekly at a special assembly to celebrate achievement throughout the school.
- House points – house points are awarded according to the 'Golden Rules' (not only for academic success!). The winning house celebrates their achievement during assembly and a trophy is awarded at the end of the year.
- Parents are informed verbally and in writing about special achievements giving the opportunity for positive dialogue between staff and parents.

SANCTIONS

The school does not threaten or give corporal punishment or any form of punishment which could have an adverse impact on the child's well-being.

Inappropriate behaviour is dealt with according to the age of the child and the nature of the misdemeanor.

In the event of a serious or significant incident, parents would be informed and a meeting between them, the Headmistress and the member of staff may, or may not, be necessary.

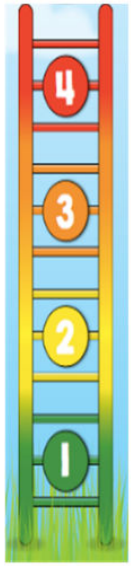
Some of the sanctions used within the Pre-Prep are:
- Withdrawal of playtime and/or privileges
- Use of a safe/timeout space followed by a de-brief (see Restorative Approach)

The school uses the Gresham's Nursery and Pre-Prep behaviour ladder for whole school consistency.

Gresham's Nursery and Pre-Prep Behaviour Ladder

BE KIND BE HONEST WORK HARD

Level 4	Significant incident	• Headmistress • Parents informed • Plan implemented. • CPOMS.
Level 3	Intentionally not following the **Golden Rules.**	• Parallel teacher involvement/ KS lead. • Support with Learning Enrichment Lead • CPOMS. • Do we need to inform parents? • Sanctions in place.
Level 2	PERSISTENTLY breaking the **Golden Rules – Low level**	• Strategies to support behaviour • Think about why? Is there a reason – Do they need Play therapy? • Do we need to contact parents? • Do we need to log on CPOMS?
Level 1	NOT following **Golden Rules**	Positive – Restorative approach • Accountability. • Repair and apology. Conversation with Adult. Reminding of the Golden rules.



The Headmistress is responsible for behaviour management issues.
However, all members of staff at the Pre-Prep take full responsibility for the behaviour of children in the school.

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- We NEVER use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's wellbeing.
- We use a Restorative approach to behaviour throughout the school.

Restorative approach.
Those affected are invited to share:
1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

We only use physical intervention (where practitioners may use reasonable strategies to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary and very rarely. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable (see appendix one)

1. We recognise that there may be occasions where a child is displaying challenging/ distressed behaviour and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement and care plan from parents on when to use it. We will complete an incident form following any restraints used and notify the parents.
2. We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour they will, wherever possible, be distracted/re-directed to alternative activities. Discussions

with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity.

3. Staff do not raise their voices (other than to keep children safe).
4. In any case of challenging behaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
5. We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying/being sorry is appropriate.
6. We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate.
7. We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in Pre-Prep at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the Pre-Prep. In some cases we may request additional advice and support from other professionals, such as an educational psychologist.
8. We support children in developing non-aggressive strategies to enable them to express their feelings and emotions.
9. We keep confidential records on any behaviour that challenges that has taken place.
10. Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area for safety reasons and their wellbeing.

Anti-Bullying

This applies to all pupils (and staff) at Gresham's School, and has regard for the Department for Education 'Preventing & Tackling Bullying' (July 2017) and 'Keeping Children Safe in Education' (September 2025).

Aims

· To create an open and secure environment for pupils.
· To work together as a whole community of staff, pupils and parents.
· To promote an anti-bullying culture throughout the School.

Definition of Bullying

Bullying is the victimisation of one person by another or others. It includes deliberately hurtful or aggressive behaviour repeated over a period of time which is difficult for the victim to defend him/herself against. Bullying can cause both physical and emotional harm (which may cause psychological damage). The School recognises that it can be motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or a carer.

The three main types of bullying are:

· Physical - hitting, kicking or taking/damaging belongings
· Verbal - name-calling, insulting, making offensive remarks. Name calling is the most common form, for example differences in individual characteristics, ethnic origin (racial), nationality, religion or colour, sexual remarks, sexual orientation (homophobia) or some form of disability
· Indirect - spreading malicious rumours, exclusion from social groups, or cyber-bullying online

Cyber-Bullying – can be an aggressive, intentional act carried out by a group or individual using electronic forms of contact against a victim who cannot easily defend him/herself.

However, pupils are aware that considerable emotional hurt can be caused to a victim through thoughtless and careless use of social media. The perpetrator may not have intended to cause hurt, but will be held responsible for improper and inconsiderate use of social media.

Cyber bullying can potentially have far greater impact because of a number of factors, including:
· Invasion of personal space and the sense that the victim cannot 'get away from it'.
· Initial anonymity of those taking part in the bullying behaviour
· The ability to broadcast rapidly to a potentially huge audience and to continue to do so repeated over a long period of time
· Other pupils who would not normally take part in bullying behaviour may be drawn in as accessories

Prevention strategies
We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.
At Pre-Prep, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- We use the restorative care approach to behaviour
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities with children when they feel play has become overly boisterous/aggressive, both indoors and out
- Staff and parents are welcomed to review and comment on the policy and procedure
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the Pre-Prep
- All concerns will be treated in the strictest confidence.

EXCLUSION POLICY

The Headmistress may exclude any child from the school temporarily or permanently for a severe breach of the Behaviour Policy.

It is envisaged that this situation will arise extremely rarely.

If parents disagree with the Headmistress' decision, they may pursue the matter through the complaints procedures outlined in the school complaints policy.

Useful websites:
www.thinkuknow.co.uk
www.bullying.co.uk
www.Nationalonlinesafety.com