



EST. 1967

RUNNYMEDE COLLEGE

Delight, Ornament, Ability

# Pre-Prep Promoting Positive Behaviour Policy 2025-2026

<b>Reviewed by:</b>	Emily Albery
<b>Last reviewed:</b>	June 2025
<b>Next reviewed:</b>	June 2026

# Contents

Overview	3
Core Values	3
Best Practice in the Early Years and Years 1, 2 and 3	4
Rewards and Consequences	5
Appendix A: Teaching appropriate physical boundaries, including among peers	8
Appendix B: Visual Communication Supports	9
Appendix C: High Scope Restorative Justice Tool	9
Appendix D: Opportunities to Support Schema Development in EYFS	10

# Pre-Prep Promoting Positive Behaviour Policy

---

## Overview

The purpose of a behaviour policy is to create a consistent approach to rules and strategies that operate in the school, in order to create a safe, fair and just environment, in which the principles of the Rule of Law govern. This means that the rules and expectations in a school environment should be clear, comprehensible and just for all learners.

In the Pre-Prep school, we welcome children from the ages of 2 to 8, and we value inclusive approaches that support children from all of these stages of development, and those who have additional needs. Therefore, this policy provides guiding principles and examples of best practice that are most appropriate for children in this age range.

We review our behaviour policy regularly to reflect the latest research and specialist advice in order to promote good outcomes for all children.

## Core Values

The core values which flow throughout the whole of Runnymede College coalesce around the fundamental principle of respect. For our youngest learners, we begin by explicitly teaching and focusing our praise and **feedback around three core values:**

**Kindness**

**Respect**

**Curiosity**

How can children show our values?

**Be Kind** - Care for other children in our school, offer help to people who need it, use kind words and language, work together and share with others.

We teach our youngest learners 3 clear guidelines: We have kind hands, kind words and kind feet.

**Be Respectful** - Treat everyone with dignity and take care of school property. It is okay to disagree with others, look differently or believe different things. We are all different!

**Be Curious** - Explore and ask questions when you aren't sure. Don't be afraid to make mistakes, we are all learning together!

# Best Practice in the Early Years and Years 1, 2 and 3

Many different strands of educational best practice flow into helping children to be successful, productive learners, and as such help children to demonstrate the behaviours we wish to promote:

**Wellbeing** is paramount. All learners' basic needs must be met in order to allow them to concentrate and make progress. Children who are well-rested, well-fed and have plenty of opportunities to be active are most likely to focus in a classroom environment.

**Respect and kindness** should be visible and consistent in all relationships and interactions between staff and children. Adults set an example of the manners, values and language that we expect to see in the children.

**Modelling** exactly what a child should do in an area of provision or in a set task makes our expectations as explicit and clear as possible. We show what we expect, in order for children to know what success looks like.

**Routines and expectations** should be clear and well rehearsed, to allow even our youngest learners to know what is expected of them. Well-organised, calm environments are easier to navigate by all learners, and remove extraneous cognitive load.

**Pitch and differentiation** of tasks and activities should be carefully planned to motivate and engage all learners, who bring unique needs and qualities to the classroom.

**Reducing cognitive load** for learners is an important part of allowing children to concentrate on the most important parts of learning or their instructions. Children of different ages and abilities may need specific adaptations in order to allow them to achieve their best.

**A culture of learning from mistakes** is important in developing a healthy, growth mindset to learning. Shame is less productive than the confidence to learn from one's mistakes. We are curious to learn what

**Teaching emotional literacy** equips children with the language they need to express their feelings appropriately, rather than resorting to inappropriate behaviours when agitated.

**Listening to children and valuing their contributions** is an important part of our school culture as it enables us to understand them and to centre the child in their developmental journey. All behaviour communicates something, and staff are alongside to listen and help.

**Play is essential** to all children in order to develop social skills and to develop in line with the Pre Prep age range, including time to be active and out of doors. In the Early Years, children spend significant time learning through play.

**Personal, social and emotional development** is an important part of the curriculum, and regular assemblies and circle times are also used to teach important social messages that reinforce our values and positive behaviours.

**Collaboration with parents** is an effective tool in supporting positive behaviour. For children of all ages, we work in partnership with parents to support children to do their best.

**All behaviour communicates a need** and it is our job to show **curiosity** and try to meet that child's need in order to help their development. We use our understanding of **schemas** to teach children about healthy outlets for behaviour and support them to develop self-regulation skills. See appendix D.

## Rewards and Consequences

We use a range of rewards and consequences in order to make rules and expectations more concrete and identifiable to our young learners. While rewards have their role, above all learning should be intrinsically engaging and motivating.

We understand the importance of identifying specific behaviours and choices for praise, so that children recognise they are all capable of making these choices. Learners of all abilities and levels of need should feel successful and receive a balance of praise throughout the school day.

Examples of positive responses to behaviour:

Positive response	Examples of behaviours	Examples of feedback
Verbal feedback, or House Points awarded in Y1 to Y3.	Showing core values of kindness, respect or curiosity Being helpful Working hard on a task Appropriate behaviours for learning, such as taking turns	Non verbal feedback is also powerful, such as smiles and thumbs ups.  Praising, thanking and describing the positive behaviours explicitly:  I love to see your kind hands! Thank you for helping me. I really like how carefully you are spelling each word in this sentence.
Name moved up on recognition chart in Years 1, 2 and 3	Exhibiting a specific behaviour selected for the day- e.g. saying excuse me in the classroom.	That is a lovely example of our class target, well done!

Adding to a whole class reward jar/record in EYFS	Exhibiting a specific behaviour selected for the day, or behaviour that goes above and beyond classroom expectations.	I saw you were sharing your plasticine with everyone at table, would you like to put a pom pom in the class jar.
Taking home the class pet at the end of the week	Highlight 2-3 examples of how a child has gone above and beyond the expected standards that week, in terms of the school values, effort or achievement.	This person is taking home our class pet because...
Work on the 'wow' wall, on display or shared with parents via Dojo or Arc Pathway.	Work where a child has shown above the expected standard of care, time or thoughtfulness. Work we consider to be your child's 'best effort' relative to the amount of support they received. Learning that has sparked significant joy in the classroom!	I noticed that this person has been working hard on their writing target, so I would like to put it on display.
Awarded Star Pupil at the end of the month in Years 1, 2 and 3	Consistently showing core values of kindness, respect and/or curiosity over the course of the month.  Significant commitment and progress in learning and attitude to learning.	This person is a star pupil for showing curiosity through asking complex questions in our Science topic.

Consequences for negative behaviours reinforce healthy boundaries. Healthy boundaries are essential for children to develop appropriate behaviours in society. We help learners to take responsibility for their mistakes and to make amends where possible. Children are encouraged to engage with restorative justice from an early age. We recognise that for our youngest learners, their behaviour is a form of communication and we use our understanding of schemas to redirect their behaviour into a positive outlet (See Appendix D).

We will inform parents whenever we feel a response at home will support a child's development, for example following stand out positive or negative behaviours, or when a pattern of negative behaviours appears to be forming.

Examples of consequences to behaviour:

Consequence	Examples of behaviour	Examples of verbal feedback given
Verbal redirection or reminder	Low level disruption, beginning to misuse property,  first instance of overly rough play or using unkind language	I'm looking for... Remember, everyone needs a turn.  We use kind words.
Required to make practical amends	Injuring a peer  Disrespect to property	Empathise with child's feelings, but not their actions. At this school we have kind hands.  We do not push into the line.  What can you do to make this better? Can you look after your friend to the Nurse?
Thinking Time	Failing to improve a behaviour following a verbal reminder or redirection, for example-  Continuing rough play, repeating unkind language, disturbing learning	Let's walk away.  I know that you can play kindly. I'm sad that you have had 2 reminders and not made a better choice.  Let's take 5 minutes to calm down with the sand timer.  What will you do differently next time? I am here to help. What do you want to say to them?  Now we are ready for a fresh start. Show me your kind hands.
Escalated response-  Possible SLT involvement or missing a playtime	Violent behaviour, causing serious injury or causing damage to property	It is very important that this does not happen again. You will spend your afternoon playtime making amends/ with Ms Albery.

## Appendix A: Teaching appropriate physical boundaries, including among peers

We proactively promote healthy boundary setting and body positivity through our PSHE curriculum, behaviour expectations and daily classroom practises. Clear boundaries among young children may involve teaching children to say 'no' or 'Stop, I don't like it'; asking a peer if they would like to play; or if they would like a hug and other early forms of consent.

Brook Traffic Light Tool for Sexual Behaviours is a helpful resource for informing our response to sexual behaviours at different ages.



### Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

#### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

#### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

### Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

#### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

#### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

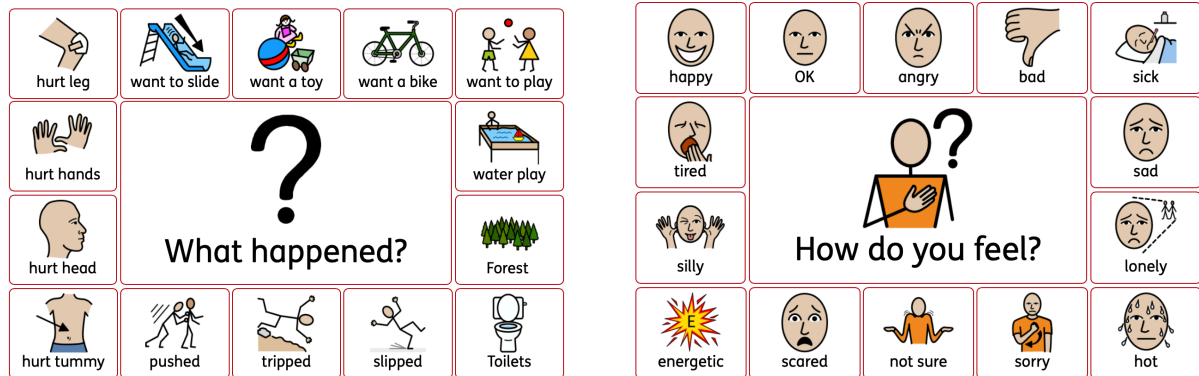
Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online



## Appendix B: Visual Communication Supports



## Appendix C: High Scope Restorative Justice Tool

### Steps in Resolving Conflicts

- 1. Approach calmly, stopping any hurtful actions.**
  - Place yourself between the children, on their level.
  - Use a calm voice and gentle touch.
  - Remain neutral rather than take sides.
- 2. Acknowledge children's feelings.**
  - "You look really upset."
  - Let children know you need to hold any object in question.
- 3. Gather information.**
  - "What's the problem?"
- 4. Restate the problem.**
  - "So the problem is . . ."
- 5. Ask for ideas for solutions and choose one together.**
  - "What can we do to solve this problem?"
  - Encourage children to think of a solution.
- 6. Be prepared to give follow-up support.**
  - "You solved the problem!"
  - Stay near the children.

 **HIGHSCOPE.**  
highscope.org

### Pasos para la solución de conflictos

- 1. Acérquese tranquilamente e interrumpa acciones violentas o dañinas.**
  - Póngase entre los niños agachándose al nivel de ellos.
  - Use una voz tranquila y un toque suave para calmarlos.
  - No tome lado en el conflicto — permanezca neutro.
- 2. Reconozca las emociones y los sentimientos de los niños.**
  - "Se ven muy molestos."
  - Déjelos saber que usted necesita guardar los objetos disputados.
- 3. Investigue el conflicto.**
  - "¿Cuál es el problema? ¿Qué pasa entre ustedes?"
- 4. Vuelva a plantear el motivo del problema.**
  - "Entonces el problema es que . . ."
- 5. Pídale ideas para resolver el conflicto y ayúdeles a solucionarlo juntos.**
  - "¿Qué podemos hacer para resolver este problema?"
  - Anime a los niños mismos a pensar en su propia salida al conflicto.
- 6. Prepárese para respaldarlos y dar apoyo adicional.**
  - "¡Se la arreglaron ustedes mismos!"
  - Quédese cerca de los niños.

 **HIGHSCOPE.**  
highscope.org

## Appendix D: Opportunities to Support Schema Development in EYFS

Schema	What it looks like in play	Possible negative behaviours	How to support healthy development
Trajectory	Throwing, dropping, pushing objects through the air. Often seen running back and forth.	Throwing items at others, launching toys across the room.	Provide safe throwing zones with soft balls, ramps, scarves, and outdoor activities.
Rotation	Spinning themselves or toys, twirling, watching things go round.	Disruptive spinning near others, dizzy-induced imbalance.	Offer spinning tops, hoops, spinning wheels, and safe areas to rotate freely.
Enclosing	Creating enclosures with toys or their bodies, circling or boxing in.	Trapping others in small spaces, possessiveness over built zones.	Provide tunnels, cardboard boxes, and enclosed spaces for play.
Enveloping	Wrapping themselves or toys in materials, covering objects.	Hiding resources, wrapping dangerously tight.	Use dressing-up clothes, scarves, fabric, or containers. Wrap toys in paper as part of junk modelling or role play gift giving.
Transporting	Moving items from one place to another repeatedly.	Hoarding toys, removing materials from shared areas.	Provide bags, wheelbarrows, baskets, and defined transport areas.
Orientation	Looking upside down, climbing under or over things.	Unsafe climbing, hanging off furniture.	Set up climbing frames, tunnels, and rotating obstacle zones.
Connecting	Tying, taping, or gluing items or structures together.	Taping items inappropriately, tangling materials.	Offer construction kits, string, junk modelling, and tying games.
Positioning	Lining up objects precisely, arranging items in order.	Frustration when patterns are disrupted, obsessiveness.	Provide loose parts, shape sorters, and pattern-building activities.

This policy should be read in conjunction with the following additional policies:

- Preventing Bullying Policy
- Pre-Prep School Pupil and Parent Handbook
- PSHE Policy
- Safeguarding and Child Protection Policy