



Leicester Preparatory School

Positive Behaviour Policy

Last Reviewed: September 2023

Next Review Due: September 2024

Approved by: Francis Fernandes

Leicester Preparatory School Positive Behavior Management Policy

At Leicester Preparatory School the Golden Rules underpin the Primary Behavior Management system. This policy is also linked to and should be read along with the Child Protection and Safeguarding Policy 2023-2024.

We believe that positive rewards and reasonable sanctions impact the ability of children to make good choices about their behaviour. Leicester Preparatory School expects all within the school community – teaching, support staff, Directors/Proprietors, parents, and pupils to play a role in achieving this aim.

The systems for managing children's behaviour are consistent throughout the school and are used when children are in the building, the playground and out of school on visits.

All classrooms and playground areas display the Golden Rules which are:

- **Do be gentle**
- **Do be honest**
- **Do look after property**
- **Do be kind and helpful**
- **Do listen to people**
- **Do work hard**

Children are taught about how to make good choices to ensure that they feel safe and able to learn in school.

Good behaviour choices are rewarded with:

- Appropriate praise and Golden Rules stickers from adults around the school and in the playground – at lunchtime play, Support Staff/Teachers will implement the Golden Rules in the classroom and around the school
- Certificates in the weekly Golden Rules celebration assembly
- 30 minutes of Golden Time (a fun activity – chosen by the students) on a Friday afternoon.

Other rewards at the teacher's discretion.

Reward tools - Classdojo

ClassDojo is a digital communication and behaviour management classroom tool teachers use to improve student behaviour and communicate more effectively with parents. Teachers create goals or behaviour to track, such as turning in homework, following the Golden Rules or School Values, participating well in class, or staying on task.

Teachers use their computers to give or take away points throughout the school day. Each student's individual or whole class points can be displayed via the interactive whiteboard. Teachers generate daily/weekly points to motivate the students to engage in positive behaviour. They can also create reports to send home to parents about pupils' achievements.

Examples of unacceptable behaviour

Violence

Any sort of violence is unacceptable at school. Children will be taught that pushing, hitting, slapping, biting, and kicking are wrong and likely to hurt someone.

Abusive Language

We recognise that name-calling and the use of abusive language is just as hurtful to children as physical violence. Children will be taught that this is unacceptable behaviour.

Stealing

The school deems stealing as the taking of another person's property without permission or legal right and without intending to return it.

Bullying

Bullying can be both verbal and physical. It leaves the victim feeling frightened, threatened, or upset. It is usually more than an isolated incident, but an individual incident will also be taken seriously. Staff are aware that bullying can occur both in the classroom and the playground and conducted online.

Staff will look for indications of bullying such as behavioural changes or unwillingness to go out into the playground. If staff notice incidents of bullying, they will first comfort the victim and then refer the aggressor to a senior staff member. The school has a zero-tolerance approach to bullying. Victims will be sensitively supported whilst perpetrators will be dealt with in line with school policy. Parents will be notified; incident forms will be completed, and monitoring of the situation by the senior management team will be carried out to ensure the incident has been resolved.

Exclusions

In line with the guidance from the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 the Directors/Proprietors has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

LUNCHTIME SUPERVISION.

The support staff and teachers are responsible for the children during lunchtime. The same code of conduct and sanction and rewards of the rules applies during the lunch break as at any other time. Children are expected to respect all adults and obey the rules. The lunchtime supervisors are asked deal with negative behaviour in line with this policy, to make a note of any unacceptable behaviour and report this to class teachers at the end of the lunch break. The Head Teacher or Assistant Head Teacher(s) deal with serious incidents that occur at lunchtime (see level three of the rewards and sanctions page four).

Levels of behaviour, rewards and sanctions

Each primary classroom has a 'Stop, Think and Go (STG)' space, which supports children to reflect on their behaviour choices through specified time out or a reflection sheet. The playground wall is the Stop, Think and Go designated time-out space and reflection area for pupils. Children may have to also complete a Stop, Think and Go sheet. There is a system of levels of behaviour and sanctions for when children make certain behaviour choices. See the table below:

Positive Behaviour Rewards and Sanctions

Keeping our Golden Rules and School Values			
Respect	Responsibility	Perseverance	Forgiveness
Gentle,	Honest,	Kind/Helpful,	Looking after property,
Friendship,	Listening,	Working Hard	
Creativity			
Behaviour Keeping the Golden Rules/school values Being kind and helpful Always ready to engage in learning Following the behaviour policy	Rewards Classdojo individual points Whole Classdojo party Keeping the Golden Rules/school values certificate of the week Star of the Week display in the classroom	Issued by Class teacher Support staff MMS	Recorded Newsletter/Social media Class positive behaviour book Celebration Assembly
	Merits for House points & personal reward		
Behaviour Level 1 Unkindness - one off Not on task when learning Not following school policy e.g. -not bringing PE kit -unsafe behaviour around school - not listening to an adult	Sanctions Each day is a new start Warning 1 Warning 2 Stop, Think and Go issued Loss of Golden Time Golden Time can be earnt back by good behaviour that week	Issued by Class teacher Support staff MMS	Recorded STG kept in class folder Classdojo - the school's behaviour management information system
Level 2 Meanness – on purpose Disrupting the learning of others Continuing not to follow school policy e.g. - not bringing PE kit - unsafe behaviour around school - not listening to an adult	KS2 Demerits at the teachers /staff members discretion STG issued and sent home for parents to sign If a behaviour is impacting on others then the child may be sent to a Buddy class for 15 mins Loss of Golden Time KS 1 10 minutes KS 2 15 minutes Golden Time can be earnt back by good behaviour that week KS2 Demerits at the teachers /staff members discretion	Class teacher Support staff MMS	STG reflection sheet kept in the STG class folder Classdojo – the school's behaviour management information system
Level 3 Bullying - several times on purpose (STOP) Discriminatory and prejudiced comments - homophobic, sexist, religious, ethnic, physical, child - child or sexual abuse or harassment involving others Racism Physical assault Cyberbullying Extremism Swearing at a child or adult Ignoring an adult Vandalism Stealing Have been sent to a Buddy class twice in one week	Loss of Golden Time It cannot be earnt back 25 mins – every child is entitled to 5 mins a week Parent meeting Conflict resolution meeting Mediation May include some loss of privileges	The child should be taken to a member of the SLT by an adult A child may report an incident to any adult	STG issued by the SLT to parents for signing STG kept in the class folder Incident log - investigation notes kept in SLT Behaviour folder Classdojo – the school's behaviour management information system Bullying or racist incidents will be recorded by the SMT

Golden Rules Class Behaviour book

Teachers record good examples of behaviour, e.g., Star of the Week, where pupils may receive the weekly Golden Rules certificate.

Golden Time

Children who maintain good behaviour during the week can choose what reward they are working towards for keeping the Golden Rules/school values every Friday afternoon. It should be easily seen in the class to motivate pupils to demonstrate good behaviour. It should be on class dojo or a chart where the loss of Golden Time and warnings are recorded.

Every child is entitled to at least 5 mins Golden Time a week – children can earn lost Golden Time back by changing their behaviour and making the right choices in accordance with the school rules.

Classdojo Party

The aim is for each class to earn a Classdojo party at least once a half-term.

Stop, Think and Go reflection sheets

See pages seven and eight of this policy for examples of the reflection sheets, pupils must complete if they make bad choices which result in negative behaviour.

Buddy Classes

A calming and de-escalation strategy used to help children change their behaviour may be time out of class. Pupils will be sent to a neighbouring classroom to continue their work for a short period of time. The buddy classes will be confirmed by class teachers at the start of each academic year.

Processes that reinforce Golden Rules

- ❖ A celebration behaviour assembly is held for EYFS & Preparatory students, attended by all staff, reinforcing the Golden Rules.
- ❖ Teachers will review the Golden Rules within relevant subject or classroom provision, e.g., circle time, PSHE, each half term to help children understand the reasons for completing stop, think and go sheets/reflections, to explain rewards and sanctions for Golden Rules, e.g., unpack language/vocabulary around the stop, think and go sheets and reflections sheets.
- ❖ At the start of the year and transition stages, the positive behaviour policy is sent out to parents and reviewed with pupils to ensure they understand the expectations of the school.
- ❖ If the child demonstrates level one behaviour, the teacher will say, "[name of child], this is your first/second warning. Are you making the right choices...? If you continue, you will move to the Stop, Think and Go space".
- ❖ If the behaviour persists for a third occasion, the teacher will say, "[name of child], you are continuing to make the wrong choice..... Leave the carpet/your seat and go to the Stop and Think space".

- ❖ If after five minutes the child is calm, they are invited back to the lesson.
- ❖ If the child continues to disrupt the lesson from the time-out space, then the teacher will tell him/her that the behaviour is "unacceptable" they are sent to the agreed buddy class to calm down and reflect on their behaviour choices. They stay in the class for 5mins (N/R/Y1/2) and 10mins Y3/4/5/6).

NB: No-one ever misses all of Golden Time!

Events across the school that reinforce positive behaviour:

Praise for following Golden Rules
 Anti-bullying Week
 Behaviour Themed assemblies
 PSHE Circle Time
 Themes awareness days/weeks

Parents:

Parents/Carers views are sought annually with a Parent Questionnaire. Comments are analysed, and changes to our systems are considered. However, we welcome feedback from parents at any time. Feedback can either be in writing to the class teacher or a 'chat' with a senior leadership team member. At the start of the year and transition stages, the positive behaviour policy booklet is sent out to parents.

Parents should report any concerns about children's behaviour in the school, including racism and bullying to a member of staff.

Recording, monitoring and reporting of incident sheets

All severe unacceptable behaviour, including racist, sexist, religious and homophobic incidents are recorded on incident sheets (see appendices). These are completed by the staff member who deals with the incident, and it is then investigated by a senior member of staff who decides on the required sanction. This monitoring is also reported to the school governing body for the school evaluation process.

Appendices

Pre Preparatory (EY) Y1/2 Stop, Think & Go Sheet

Name: _____

Date: _____

In Class / Dinner Hall / Playtime/On the corridor/other areas e.g. dining hall

Nature of Incident & Adult reporting/Rewards & Sanctions Level _____

STAFF: PRINT NAME **TIME OF INCIDENT:**

Which Golden Rule did I break?

1. We are gentle. 2. We are honest.
3. We look after property. 4. We are kind and helpful
5. We listen to people.
6. We work hard.

I have circled how I feel about what happened



Sad



Angry



Worried



Scared

I chose to:

Shout
Damage school property
Ignore instructions/an adult
Hurt someone

I could have:

Been more respectful
Been kind
Used kind hands/ feet
Used kind words

To show I am sorry and won't do it again, I will...

Child's signature

Date

Parents/Carers, please discuss your child's behaviour with them, this shows that school and home work together on encouraging positive behaviour. Sign below and return to the class teacher. You can use classdojo to acknowledge responding to this incident also

Parents Signature _____ Date _____

Preparatory Y3-6 Stop, Think & Go Sheet

Name: _____

Date: _____

In Class / Dinner Hall / Playtime/On the corridor

Nature of Incident & Adult reporting/Rewards & Sanctions Level _____

STAFF: PRINT NAME _____ **TIME OF INCIDENT** _____

Which Golden Rule did I break?

1. We are gentle. 2. We are honest.
3. We look after property. 4. We are kind and helpful
5. We listen to people.
6. We work hard.

What did I do wrong?

Why was this wrong?

How can I make sure I do not do this again?

Child's signature _____ Date _____

Parents please discuss your child's behaviour with them, this shows that school and home work together on encouraging positive behaviour. Sign below and return to the class teacher. You can use classdojo to acknowledge responding to this incident also

Parent's signature _____ Date _____

Leicester Preparatory School Incident/Concern Recording Form (SEND/Safeguarding or Behaviour)

Child's Name:		
Child's DOB:		
Male/Female:	Year Group	Learning Difficulties
		Y/N:
Type of incident/concern circle the relevant category: Safeguarding/Behaviour/Other: please state		
Date and time of incident/concern:		
Your account of the incident/concern: (what was said, observed, reported and by whom)		
Additional information: (your opinion, context of the incident/concern/disclosure)		
Your response: (what did you do/say following the incident/concern)		
Your name:		
Your signature:		
Your position in school:		
Date and time of this recording:		
Action and response of DSL/HT/AHT/Proprietor		
Name:		Date:.....

