

Leicester Preparatory School

Behaviour Policy

Date: September 2026

Date to be reviewed: September 2027

LEICESTER PREPARATORY SCHOOL BEHAVIOUR POLICY

1. Introduction

At Leicester Preparatory School the Golden Rules underpin the primary Behavior Management system. This policy is linked to and should be read alongside the Child Protection and Safeguarding Policy 2026-2027.

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, proprietor, 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.

Leicester Preparatory School is mobile-free by default. Pupils are not permitted to bring their mobile devices onto the premises.

2. Golden Rules

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

- **Respect**- we respect others property, time and our environment.
- **Friendship**- we offer our friendship to all.
- **Responsibility**- we show leadership qualities.
- **Kindness**- we are helpful, polite and kind.
- **Creativity**- we do our best to be original and innovate.

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:

- Certificates in the weekly Golden Rules celebration assembly.
- 30 minutes of Golden Time (a fun activity- chosen by the students) on a Friday afternoon.
- A ClassDojo party.
- A house prize which may include an on-site/off-site trip.
- Other rewards at the teacher's discretion.

3. Processes that reinforce Golden Rules

House Point System

A house point system has been implemented into the 2026-2027 academic year to encourage good behaviour, teamwork and a sense of community throughout the school. Children have been allocated into three houses. The names have been chosen to reflect the history of the school and Leicester:

MacKennal House (Red)

Attenborough House (Green)

King Richard House (Blue)

The house point system will work alongside ClassDojo points, with house points rewarding **exceptional** behaviour. Judging what 'exceptional' means will take into account the individual child and their needs. Each child will earn one house point for every ten ClassDojo points. House points will be displayed in every classroom so the children can visualise how their behaviour is impacting their house within the class. Every Friday, house points from each class will be transferred from the classroom to the corresponding house jar in the school hall. The jars will provide a visual representation of each house's progress.

The winning house at the end of each term will receive a prize. This will be an on-site school activity such as a house picnic, house movie or another house activity. At the end of the academic year, the overall winning house will receive an off-site activity such as a house trip.

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: following the Golden Rules or School Values, participating well in class, or staying on task. ClassDojo points will work alongside the house point system, rewarding children for good behaviour, whereas house points recognise children for exceptional behaviour. ClassDojo points ensure that individual children are celebrated and recognised for good behaviour.

Teachers use ClassDojo points to give points throughout the school day..

Each child will work towards individual ClassDojo milestones every term:

- 50 points- Double Golden Time- children receive an extended Golden Time session
- 75 points- Pick of the Pot- children select a reward from the agreed prize pot.
- 100 points- ClassDojo Party- children achieving 100 points will be invited to the agreed ClassDojo celebration.

These points will also be translated into the corresponding house points.

The ClassDojo points system will reset at the beginning of each new term for individual rewards.

Golden Time

Children who maintain good behaviour during the week can choose what reward they are working towards keeping the Golden Rules/school values every Friday afternoon. This could be, for example, bringing in a toy or game or colouring. The Golden Rules are easily visible in each classroom to motivate pupils to demonstrate good behaviour.

Every child is entitled to at least 5 minutes of 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.

Assemblies

Weekly assemblies will remind pupils of the importance of good behaviour. House points will be collected from each class and transferred into the corresponding house jars in the hall. This will allow pupils to physically see how their behaviour for the week has impacted their house.

A weekly celebration behaviour assembly is held for EYFS & Preparatory students, attended by all staff, reinforcing good behaviour and the Golden Rules..

Themed events

The school celebrates events such as Anti-Bullying Week to promote a positive behaviour culture across school.

Stop, Think and Go

Stop, Think and Go is a staged approach to manage repeated incidence of negative behaviour. In implementing this approach, staff will consider the circumstances surrounding each incident, including whether the pupil has SEND, a disability, unmet needs or other factors requiring additional support.

Reasonable adjustments may be necessary and the school will not delay appropriate support until a child reaches a particular number of incidents. This is consistent with DfE behaviour guidance.

The behaviour escalation procedure is as follows:

1. First Stop, Think Go- Parent Meeting

   A parent meeting will be arranged for the first Stop, Think and Go incident, to discuss what happened, clarify expectations and agree appropriate support.

2. Second Stop, Think and Go- Formal Parent Meeting

   A formal parent meeting will be held after the second Stop, Think and Go. The school will explain that a further incident may result in the child being placed on a behaviour monitoring report.

3. Third Stop, Think and Go- Review and Warning

   The child's behaviour will be reviewed with parents and relevant staff. Parents will be informed that any further incident within the academic year will trigger a behaviour monitoring report, subject to individual circumstances.

4. More than three incidents in one academic year- Behaviour Report

   The child will be placed on a behaviour monitoring report to identify patterns, establish clear targets and review progress. The report will be shared with parents and reviewed regularly.

Each child who receives a **'Stop, Think and Go'** will receive a reflection sheet to support children to reflect on their behaviour choices. 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.

4. Teachers

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 reflections, to explain rewards and sanctions for Golden Rules, e.g., unpack language/vocabulary around the stop, think and go sheets and reflections sheets.

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

5. 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 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.

6. Recording, monitoring and reporting of incident sheets

All severe unacceptable behaviour, including racist, sexist, religious and homophobic incidents are recorded on incident sheets. 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.

Examples of unacceptable behaviour

Violence
Any sort of violence is unacceptable at school. Children will be taught that pushing, hitting, slapping, biting, and kicking is 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.

7. Lunchtime and supervision

The support staff and teachers are responsible for the children during lunchtime and breaktime. The same code of conduct and sanction and rewards of the rules applies during the lunch break and breaktime as at any other time. Children are expected to respect all adults and obey the rules. The lunchtime supervisors are asked to 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.