



# **ALTRINCHAM PREPARATORY SCHOOL**

## **Positive Behaviour, Rewards and Sanctions Policy**

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Responsible Person:	Mr Nick Vernon – Headmaster
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Summary of changes:	Annual Review Change in job titles / staff members
Date of next review:	March 2024

**This policy applies to Altrincham Preparatory School, including the EYFS. This policy is available upon request to parents and prospective parents and is published to parents and prospective parents on the School’s website.**



## **Positive Behaviour, Rewards and Sanctions Policy 2022/23**

Parents should refer to the School's Anti-Bullying Policy for the sanctions specific to bullying.

### **Rationale**

Our policy is based on the principles of mutual respect, self-control and proper regard for others. At Altrincham Preparatory School, we aim to create a positive atmosphere where all members of the School community feel valued and respected. Our School's positive behaviour, rewards and sanctions policy is designed to support the way in which all members of the School can live and work together harmoniously.

In all of this, strong emphasis is placed on fostering positive relationships between staff and boys and on the co-operation and support of parents.

We believe that all the boys at Altrincham Preparatory School have a right to an education which offers them the best opportunity to reach their full potential and that everyone within School is working to provide the environment in which this may happen.

### **Aims**

- To maintain a happy, secure, calm, orderly environment in which effective learning can take place
- To cultivate an ethos which supports the boys, so that they accept and recognise responsibility for their own decisions and actions, together with the consequences of these actions
- To encourage the boys to develop their own strategies to manage different situations
- To encourage all boys and adults to respect the feelings, needs, interests and opinions of others and develop a positive approach towards everyone involved in the life of our School
- To recognise the role of all adults in the School in modelling good behaviour
- To use teaching methods that engage the boys and are well matched to their needs and provide a curriculum which excites and challenges.

### **Code of Conduct**

APS boys are expected to:

#### **Be Ready (to learn)**

- a) Listen to instructions and follow them carefully
- b) Work hard and allow others to do the same

## **Be Safe**

- a) Play safely and sensibly on the playground, ensuring that no one gets hurt
- b) Move safely around the School
- c) Make safe choices

## **Be Respectful**

- a) Be kind and courteous to each other and to adults
- b) Be careful with the School's, the teachers' and other boys' property
- c) Be respectful when moving around the building, moving quietly and calmly to maintain a positive environment
- d) Be respectful of others' feelings, thoughts and beliefs

The following are considered unacceptable forms of behaviour and are discouraged by all at APS:

- Bad language
- Discrimination (e.g. racism, sexism, homophobia, religious intolerance, etc.)
- Cheating
- Telling lies
- Stealing
- Aggression – both physical and verbal – towards others.

## **Responsibilities**

It is the responsibility of all members of the School community to promote positive behaviour.

### Expectations of staff (including both teaching and non-teaching staff)

- Strive to build positive relationships with the boys through encouraging interactions
- Ensure that behaviour management is positive, rather than confrontational
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours
- Plan lessons that engage, challenge and meet the needs of all boys
- Follow up every time, retain ownership and engage in reflective dialogue with the boys
- Remain calm when dealing with behaviour, avoiding shouting unless there is danger
- Ensure a clear distinction between the boy and his behaviour e.g. "Your tone of voice was disrespectful" vs "You are disrespectful"

- Ensure fair treatment of boys in line with the Positive Behaviour, Rewards and Sanctions policy.
- Log concerns and major incidents on CPOMS for referral at a later date
- Bring behavioural concerns to the Preparatory Leadership Team (PLT)

#### Expectations of parents

- Support the School in ensuring that excellent behaviour is a shared expectation
- Maintain open lines of communication with the School
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships

#### Expectations of leaders

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils. We expect members of the Preparatory Leadership Team (PLT) to:

- Meet and greet pupils at the beginning of the day
- Be a visible presence around the School to encourage appropriate conduct
- Support staff in dealing with negative behaviour
- Regularly celebrate boys who go 'above and beyond'
- Encourage positive communication between all stakeholders
- Ensure staff training needs are identified and met
- Support teachers with more complex negative behaviours
- Regularly review provision for boys who fall beyond the range of the written policies

A record of good and poor behaviour in the playground may be logged by the duty teacher or Lunchtime Supervisor (LS). At the end of a playtime, as the boys line up, he/she is to inform the class teacher of any incidents. For lunch playtime, class teachers are to speak to the LSs in case of any incidents, and or refer to the LS log book. Lunchtime Supervisors are expected to follow this behaviour policy in the same way as other members of School staff.

Class teachers are to note concerns and incidents, and action taken, on CPOMS for referral to at a later date should this be needed. Pupil concerns or serious incidents are to be brought to the relevant Assistant Headteacher for sharing at the PLT meetings if appropriate.

Playground or lunch indiscipline is to be dealt with by the member of staff on duty following the steps below. Again, minor infringements of the rules probably need only a word in season. Should the offence be more severe, the boy is to be sent to report either to the Assistant Head Teacher, or Deputy/Headmaster (in the AHT absence).

Important guidelines to be considered are:

- Behaviour management is to be positive rather than confrontational
- Boys must be clearly aware of what they have done and the impact of their behaviour.
- There is a clear distinction between the boy and his behaviour e.g. "Your behaviour was disrespectful" vs "You are disrespectful"
- Fair treatment of boys and consistency in the correcting of behaviour

- Periods of sanction must reflect the seriousness of the incident or misbehaviour, though sanction periods must not be given without discussion with the boy. This needs to be consistently applied.

## Rewards and Sanctions

We recognise and reward our boys who go 'above and beyond' our standards. Various rewards are used by class teachers to reinforce positive behaviour and good work. Our staff team recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward.

It is the key to developing positive relationships, including with those boys who are hardest to reach.

Examples of rewards used by teachers are:

<b>Early Years</b>	<b>Pre-Prep</b>	<b>Prep</b>
Positive and encouraging comments	Positive and encouraging comments	Positive and encouraging comments
Commenting on a boy's good behaviour to other pupils/other classes	Commenting on a boy's good behaviour to other pupils/other classes	Commenting on a boy's good behaviour to other pupils/other classes
(EYFS to go into houses and earn points from September 2023)	Rewards of house points (collective)	Rewards of house points (individual) with bronze, silver, gold certificates
Positive Postcards	Positive Postcards	Positive Postcards
Silver Merit	Silver Merit	Silver Merit
Half Termly Afternoon Tea with Mr. V	Half Termly Afternoon Tea with Mr. V	Half Termly Afternoon Tea with Mr. V
Kindness Kings (Nominated by LSAs)	Kindness Kings (Nominated by LSAs)	LSAs to give house points

Our whole School 'Silver Merit' celebration assembly takes place once per week, where at least one boy from each class will be recognised in front of their peers. This boy will have consistently gone 'over and above' in our School expectations for academic work, effort, behaviour and values during the week. The boys, in this instance, will receive a badge to recognise their achievement. Each half term, we will also award our 'Afternoon Tea' award, which will be given to one boy in each class for a specific reason. Examples of the half-termly themes are:

- The Always Award – Always doing what is expected
- The Brilliant Buddy Award – For showing the values of good friendship
- The Author Award – For exceptional work in English
- The Problem Solver Award – For exceptional work in Maths
- The Kindness Award – For always being kind and respectful to others

(Note: These are examples and are subject to change)

The boys in receipt of this award will be invited for 'Afternoon Tea with Mr. V' – a special event with the headmaster, where the boys have refreshments whilst spending some time with Mr. Vernon.

## **The House Point System**

Within the Pre-Prep and Prep departments of the School, and Reception within EYFS, a House system operates. The boys are put into these Houses when they enter the School. There are four Houses - Alexander, Cunningham, Montgomery and Tedder - named after four wartime leaders.

The House System is used to reward boys through the awarding of House points. These points are awarded in recognition of our school values of kindness, curiosity and ambition, whether that be in work, behaviour or otherwise. Pre-Prep boys are earning them collectively, with boys receiving a token to add into their House jar. In Prep, boys earn them individually for a bronze/silver/gold certificate, and collectively as a team for a Reward Afternoon each half term.

House points are tallied weekly and the boys are informed of the running position. At the end of the half-term, Merit badges are given to those boys with most house points in a class each half-term. The House earning the greatest number of points are offered a 'Reward Afternoon' in the following half term.

## **Managing behaviour**

At the heart of managing behaviour effectively is a strong partnership between parents and the School staff, as recognised in our 'Home / School Agreement'.

For the vast majority of our boys, a gentle reminder is all that is needed. However, there are some occasions when it is necessary for further steps to be taken in order to restore positive behaviour. These steps, if needed, will always be taken with care and consideration, considering individual needs as necessary.

Pupils will be held accountable for their behaviour and staff will endeavour to teach responsibility as a life value. Staff will refer to the steps in behaviour for dealing with poor conduct without delegating the responsibility of it to someone else unless necessary. Staff at APS understand developmentally appropriate behaviour and will adapt approaches based on the age and needs of the pupil. The steps in behaviour management are as follows:

### **Step 1: The APS Way!**

This step serves as a reminder of the 3 main School rules. The following script may be adopted if necessary:

"<Name>, I am giving you a rule reminder. When you (describe behaviour here), you are not showing that you are ready/respectful/safe (refer to the appropriate rule). Thank you."

While on Stage 1, a pupil can access all the wonderful rewards for following our School rules and displaying our School values. This stage is exemplified by pupils being ready to learn, respectful and safe in their behaviour.

We recognise that everyone might need a reminder from time to time – a positive encouragement to follow our School rules.

### **Step 2: Warning**

If the reminder of the rules does not eradicate the negative behaviour, a warning will be given. The following script may be adopted if necessary:

"<Name>, this is now your warning. When you (describe behaviour here), you are not following our rule of (name rule here). If you do not change your behaviour, you will need to take some time out at break time. Thank you."

A clear verbal warning will be delivered privately (wherever possible), making the pupil aware of their behaviour and clearly outlining the consequences if they continue. "Your behaviour, your choice."

Pupils will be reminded of their previous good conduct to prove that they can make good choices.

In Early Years, the 'Warning' may be communicated through the use of facial expressions and non-verbal communication.

### Step 3: The Time Out

If negative behaviour continues despite the warning, pupils will be given a time out at break time, or similar (note that this is not a full break time – 5-10 minutes is sufficient to have these conversations). During this time, a restorative conversation\* will be had with the pupil. If work was missed due to the misbehaviour, the pupil would also be expected to complete this during this time (please note that teacher discretion will be made here, considering the age, needs and behaviour of the pupil).

\*Restorative Conversation

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel? \*
- Who has been affected?
- How have they been affected?
- What should we do to put things right? \*
- How can we do things differently in the future?

\*These are the main restorative steps

### Step 4: Reflection

If the pupil was unable to moderate their behaviour at Stage 3 and a further consequence is necessary, they will miss the full breacktime the next day and have reflection time with the appropriate Assistant Headteacher, where they will complete a Reflection Time Sheet (Appendix 1). This will be taken home, signed by a parent and returned. The teacher will have a restorative conversation with the pupil, using the Reflection Time sheet as a guide.

This action will be recorded on CPOMS.

### Step 5: Home/School Agreement

In the circumstance that the rule or rules continue to not be followed, or for serious breaches of behaviour, the pupil will be sent to either the Deputy Head or Headmaster. The parents will be contacted immediately and asked to either come to School to speak with their pupil or to collect the pupil from School. The parent will be asked to complete a Reflection Time Sheet with their pupil at home and return to School with the pupil to meet the Deputy Head or the Headmaster the next day before they can return to class.

### Step 6: Behaviour Support Plan (Please see Appendix 2 for the behaviour support plan template)

We recognise that some pupils may need further support than those set out in the above stages. A Behaviour Support Plan (BSP) is an individualised program for those boys who need more guidance on a daily basis. They also form a picture of behaviours over a week so that any problem times can be pin-pointed and support can be given.

The BSP will be written in conjunction with the class teacher, Learning Support and the parents. It will be approved by a member of PLT. The plan will involve clear targets and a system of daily communication with the parents. Where a boy's behaviour becomes a concern, behaviour management support commences.

Behaviour becoming a concern is defined at Altrincham Preparatory School as:

"Aspects of a pupil's behaviour which regularly impacts their own learning or well-being or that of another pupil" and may be shown by:

- A pupil reaching Step 3 two or more times a week for a period of time.

Structure of Behaviour Management Support:

The following routine will be adopted in this scenario:

- The pupil and teacher will meet with a Senior Leader to discuss the behaviours of concern and their impact.
- A Behaviour Support Chart will be established which sets achievable behaviour targets for the pupil.
- This will be shown to the class teacher/Senior Leader at the end of each day and also taken home and signed.
- Where improvements are seen, the pupil will be rewarded and the behaviour support stopped.
- Where improvements are not seen, additional interventions will be considered.
- A time frame will be given for this plan

All the above actions will be recorded on CPOMS.

### **Removal from Playground**

Play which directly and purposely breaks the 'safe' and 'respect' rules may lead to a boy being removed from the playground for a period of time; this will be appropriate to the misdemeanour and the age of the pupil. The removal of a boy from the playground is to be discussed with the Assistant Head Teacher and logged on CPOMS so that an appropriate record is kept allowing for the identification of any pattern to this behaviour. Parents should be informed.

During the removal, time must be spent with the boy discussing his actions so that he understands how this consequence is a direct result of his behaviour and how he will correct this behaviour moving forward. Boys must not be removed from the playground without a conversation with him to explain and discuss the reasons for this sanction. Whilst removed from the playground, the boy must be placed in a safe area where he will be supervised, or near the office if in Prep.

### **Removal from School Activities**

Unacceptable behaviour can also lead to exclusion from participating in after School activities, School trips and/or representing the School at sports or other such events. This will only be done in consultation with the Headmaster.



For serious or repeated infringements of the rules, please refer to the Overarching Behaviour Policy. The Headmaster must be informed so that parents can be invited in to discuss their son's situation and to seek action which will rectify the position. Often there are factors outside the School's knowledge which might explain aberrant behaviour patterns. Parents should, however, note that such discussions will be noted and placed on file on CPOMS.

**It should be noted that any form of corporal punishment is strictly forbidden.**

It is perhaps necessary to state that should behaviour merit, the School will not hesitate to temporarily exclude or permanently exclude a boy in line with the Overarching Behaviour Policy. This course of action is not taken lightly for it does have serious repercussions. Reference may have to be made to such a period when preparing reports for secondary Schools and it is also a major step on the way to the Headmaster asking parents to find an alternative School.

**Staff guidance on the behaviour steps**

<b>Stage</b>	<b>Actions</b>	<b>Behaviours</b>
<p>Step One: The APS Way!</p> <p>Rule reminders / redirection</p>	<p>We expect everyone to be at Stage 1, where they can access the recognition and rewards for following the School rules and displaying our School values.</p> <p>A gentle encouragement in the right direction. A reminder of our three simple rules – 'Ready, Respectful, Safe' delivered privately wherever possible.</p> <p>Repeat reminders if necessary, deescalate and decelerate where reasonable and take the initiative to keep things at this stage.</p> <p>Praise will be given if the pupil is able to model good behaviour as a result of the reminder.</p>	<p>Not following the 3 rules. For example:</p> <ul style="list-style-type: none"> <li>• Not following instructions,</li> <li>• Not listening,</li> <li>• Disrupting learning,</li> <li>• Running in Corridors,</li> <li>• Arguing with peers,</li> <li>• Boisterous behaviour,</li> <li>• Talking at inappropriate times,</li> <li>• Distracting other pupils,</li> <li>• Disobeying instructions,</li> <li>• Shouting out/ leaving seat,</li> <li>• Incidents of taking property of others,</li> <li>• Making unkind remarks</li> </ul>
<p>Step Two: Warning</p>	<p>A clear verbal warning delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Pupils will be reminded of their previous good conduct to prove that they can make good choices.</p>	<p>Persistence of the above Stage One behaviours</p>
<p>Step Three: Time Out</p>	<p>Time out will happen in the following breaktime. During this time, the pupil will spend a short amount of time with the teacher who has given the time out, having a restorative conversation. Pupils will be expected to have a restorative dialogue.</p> <p>A reminder will be given about Stage Four should behaviour not improve following the Time Out.</p>	<p>Persistence of Stage 1&amp;2 Behaviours, plus behaviours for example:</p> <ul style="list-style-type: none"> <li>• Deliberately unsafe and disrespectful behaviours.</li> <li>• Hurting another pupil physically</li> <li>• Persistently goading another pupil</li> <li>• Using inappropriate language</li> <li>• Taking property that does not</li> </ul>

		<p>belong to them</p> <ul style="list-style-type: none"> <li>• Showing threatening behaviour</li> </ul>
Step Four: Reflection	<p>If there is a requirement for a loss of privilege, the pupil will lose playtime the following School day and the parents will be informed. At this point, the pupil will have Reflection Time with a reflective conversation with FS/KS1 pupils and the use of a Reflection Time Sheet for a stimulus in KS2.</p>	<p>Persistence of Stage 1-3 behaviours</p>
Step Five: Home/School Agreement	<p>In the circumstance that the School rules continue to not be followed, or for a serious breach of behaviour, a parent / carer will be contacted by a member of PLT. The parent can either come to School and complete a Reflection Time Sheet with their pupil in School or take the pupil home and complete the Reflection Time Sheet at home. The Reflection Time Sheet should be signed by the parent, and where possible the boy, and returned to School at a meeting with the teacher and member of the PLT before the pupil returns to class.</p>	<p>Examples of Step Five behaviours are:</p> <ul style="list-style-type: none"> <li>• Purposefully using inappropriate sexual behaviour</li> <li>• Racist, homophobic or sectarian language</li> <li>• Purposeful violent or dangerous behaviour</li> <li>• Bullying*</li> </ul> <p>* Please refer to separate anti-bullying policy.</p>
Step Six: Behaviour Support Plan	<p>Where a pupil's behaviour becomes a concern, behaviour management support commences.</p> <p>Parents will be invited in to meet with the class teacher, Learning Support Lead and a member of the School PLT if necessary to discuss the pupil's behaviour.</p>	<p>This may be shown by:</p> <ul style="list-style-type: none"> <li>• A pupil reaching Stage 3 two to three times a week for a period of time;</li> <li>• A pupil reaching Stage 4 more than once in a week;</li> <li>• A serious breach of behaviour.</li> </ul>

### **APS Expectations**

Through School documentation (for example, duty rotas, clubs etc.), the term 'APS expectations' may be referred to. In these instances, the following behaviour is expected:

- Correct School uniform, with socks pulled up, shirts tucked in and top buttons fastened
- Lining up silently
- Walking on the left hand side of the corridor and stairs
- Moving quietly around the School buildings
- Showing courteous behaviour e.g. holding doors open for others



# Behaviour Reflection Sheet



Name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Date: \_\_\_\_\_

How has your behaviour impacted other people?

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Explain what happened in the event that led to you needing to be in reflection. Describe your thoughts, feelings and reasons for your actions.

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What will you do differently in future?

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Parent Signature: \_\_\_\_\_






Overall analysis

For academic year:

Term:

Completed by: