



HARRODIAN PRE-PREP BEHAVIOUR POLICY

The Harrodian Ethos

The ethos of the School is to create a positive and happy environment where the whole school community, from the youngest pupil to the eldest member of staff, can work together. In the Pre-Prep we aim to create a positive atmosphere where all members of our school community feel valued and respected. We believe that all children have a right to an education that offers them the best opportunity to reach their full personal and academic potential, and that everyone within School works to provide an environment in which this may happen. The beautiful physical surroundings re-enforce this and help create an environment where all Harrodians can flourish in a positive atmosphere of mutual respect.

The central purpose of the Pre-Prep Department at Harrodian is:

- to foster the individual's sense of worth and respect of others, by acquiring a wide range of knowledge and emotional, social and physical experiences
- to nurture and motivate through a broad and balanced curriculum and a wide range of skills and competences
- to aspire to high levels of achievement, attitude and behaviour for all abilities

From these principles, our Behaviour Policy has been created which sets out guidelines and expectations for both staff and pupils.

Staff responsibilities

All staff are responsible for understanding and supporting each individual child's emotions and behaviour. This policy should be familiar to all staff. In Pre-Prep we work as a team and support each other. This can involve working as a team if someone recognises that they are finding a particular situation difficult. We acknowledge that building relationships and connecting with children is the best way to support their behaviour. Staff should not criticise or undermine another member of staff's handling of an incident in the presence of children. Instead, if there are differing opinions, staff should discuss them away from children at a later time. Where possible, staff should avoid passing children on to another member of staff before regulating their behaviour. The child's behaviour should be addressed and recorded following the behaviour procedures.

When talking to children, adults must remember that all pupils have the right to:

- be heard
- have the opportunity to learn in a safe and secure environment
- be treated fairly and equally

Understanding Emotions and Zones of Regulation

Pre-Prep uses The Zones of Regulation (see below) which encourages children to identify their own emotions, and over time teaches them strategies to self-regulate. Each classroom in Pre-Prep has pots for the four emotional zones. Children have a lolly stick with their name on, which they place in the appropriate pot which identifies their current emotional state. This allows adults to check in with children who are experiencing emotional dysregulation.

ZONES OF
REGULATION

The **ZONES** of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

The strategies associated with the Zones of Regulation are delivered through regular whole-class PSHE lessons, as well as more personal interventions - in response to individual need. It is our hope that children will begin to:

- understand their emotions and recognise that no emotion is bad
- rationalise their worries and/or concerns, learn to co-regulate

- become better able to manage and communicate their own emotions independently

The Zones of Regulation reinforces the idea that no emotion is 'bad' rather it is harder to regulate behaviour in particular zones. It is our hope that over time, children will become more aware and confident in identifying their emotions and have a bank of strategies to manage dysregulation.

All staff in the Pre-Prep will regularly discuss with children the difference between an emotion and a behavioural choice.

Encouraging Positive Behaviour

Consistency is the key to the effectiveness of our approach and it is therefore the responsibility of all staff to:

- meet and greet children at the door each morning and afternoon, and expect a response
- refer to and use the language of the Golden Rules regularly (see below)
- model positive behaviours and build positive relationships
- plan lessons that engage, challenge and meet the needs of all learners and offer adaptations and support where relevant
- be calm and take time when discussing poor choices
- follow up every time behaviour fails to meet standards: record behaviour in the relevant book; communicate with the class teacher and assistant; retain ownership of the situation; and engage in reflective, restorative dialogue with children if necessary
- never ignore or walk past children who are making a poor choice with regard to their behaviour
- build relationships with the children and develop the attitude of unconditional positive regard
- ensure that the classroom is an attractive and tidy environment that celebrates all children's achievements

The Golden Rules

Golden Rules for home and school are discussed with the children at the beginning of the year and are revisited regularly, including the beginning of each new half-term.

These rules are shared with adults at home (in our Meet and Greet sessions at the start of the academic year) so that we are all working towards the same goal and using the same language to ensure we all have the same expectations of the children.

The language and concepts of the Golden Rules should be reflected in staff's everyday interactions with the children.

Circle Time and assemblies will be used to reinforce our Golden Rules.

Each class will complete and sign a Behaviour Charter at the beginning of each academic year to indicate their understanding of and agreement to follow the Golden Rules. That charter should be displayed in the classroom alongside the Golden Rules.

Harrodian has a positive approach to good behaviour, giving praise to pupils who are well behaved, polite and hard working. All children will be familiar with our Golden Rules, which underpin our ethos, are linked to our six whole school pillars and make clear our expectations. These Golden Rules are crucial to the [Harrodian Pillars - Ambition, Compassion, Curiosity, Inclusivity, Independence and Resilience](#) - that are used throughout the school.



Pre-Prep's Golden Rules

We expect and encourage the children to:

- be kind, polite and helpful (Compassion and Inclusivity)
- listen (Ambition, Curiosity and Independence)
- follow Instructions (Independence)
- be honest (Compassion and Independence)
- work hard (Ambition, Independence and Resilience)
- look after our school (Compassion)

Behaviour for Learning

In-class behavioural expectations Rec-PP3

Pupils' responsibilities in the classroom	Rewards for "green" behaviour	Consequences for "yellow" and "red" behaviour
1. To stop talking when asked	House point	Verbal narration or redirection (see below)  Yellow in-class behaviour warning (recorded on laminated sheet Appendix 6)  Red in-class behaviour (recorded in Classroom Behaviour Book) Loss of Golden Time
2. To listen actively and follow the adult's instructions	Class Marble/Star Jar	
3. To be respectful, polite and use kind words towards all adults and children	Sticker	
4. To work hard on tasks	Verbal praise	
5. To sit quietly during whole class teaching and pay attention to the lesson	Be sent to another adult for praise	
6. To be encouraging and kind to classmates	Golden time	
7. To treat property and equipment with respect	Communicate to parents/home	
8. To help maintain a clean and tidy environment	Golden Award from class teacher/assistant (Appendix 5)	
9. To show good manners to everyone	Receive a Golden Book certificate	
10. To ask permission to leave the classroom	Be trusted with extra responsibilities	
	Head of Pre-Prep Golden Sticker Award	

We understand that there needs to be a consequence for behaviour which falls short of our expectations. However, the consequence needs to be a logical response which is constructive and restorative. In every case, the adult will initially indicate to the child that their behaviour is not appropriate with a look, sign or a calm warning word before moving to more direct forms of intervention. Where appropriate, adults will encourage children to apologise if another child is involved in a poor behaviour choice.

The Head of Pre-Prep will communicate to all parents the need to support the teacher's decision to record a **red** behaviour rather than challenge or seek an alternative perspective. Parents supporting our behaviour policy is imperative in creating a safe learning environment where all children can learn, thrive and begin to develop the resilience to reflect on their behaviour. Children operating in a busy classroom may exhibit behaviours that families have not seen in their day-to-day homelife.

In order for children to become resilient, reflective and responsible learners they must be able to admit and reflect on poor behaviour choices, rather than deny responsibility to avoid consequences. Harrodian prides itself on being a safe space where children can make mistakes, reflect and grow as learners.

Consequences and Recording for In-class Yellow and Red Behaviours Rec-PP3

Verbal narration and re-direction

The narration of behaviour is key to educating children about what is expected of them. In most cases, the adult will initially warn the child that their behaviour is not appropriate with a non-verbal/verbal reminder. This should help the child become more aware of their actions and change their behaviour in the moment. This may include:

- use of eye contact, gestures or other non-verbal communication to redirect a child or refresh their engagement
- pause within instruction to redirect attention
- use of a child's name to refocus them
- circulating around the room and using proximity to redirect attention
- recap of instructions including modelling of desired behaviour, e.g. what good listening looks like
- countdown – 'you have four more minutes'
- whole class recap of learning objectives
- a discreet 'drive by' a child to have a quick refresh, refocus or reminder about behaviour expectations
- telling children what you expect to see – 'Sitting down and eyes on me!'

In-class Yellow and Red Behaviours and recording PP1-PP3

If the behaviour does not change or improve, then the adult will move to a verbal warning which explicitly reiterates that the behaviour is **yellow** and not acceptable. **Yellow** behaviour should be noted somewhere discreet out of the eyeshot of the rest of the class (Appendix 6 laminated sheet on the teacher's desk). If the child continues to exhibit yellow behaviour in-class that day, then a **red** behaviour should be recorded in the Class Behaviour Book log (Appendix 1). The previous **yellow** behaviours that led to the recorded **red** should be noted for context.

When a child receives a **yellow** in-class behaviour warning but for the remainder of the day their in-class behaviour is **green**, before dismissal, the child should rub their name from the whiteboard/laminated sheet and be praised for their efforts to improve their behaviour.

A recorded **red** behaviour will result in loss of Golden Time for that child (no more than 7 minutes for each **red** instance.) If a **red** behaviour is recorded, the Golden Time lost cannot be earned back. Each class will have 40-45 minutes of Golden Time a week with all children starting each week with the full amount. Golden Time can only be lost for behaviour that occurs in the classroom, in assemblies and when travelling around the school.

All Classroom Behaviour Books need to be handed to the Head of Pre-Prep on Friday afternoon so all **red** in-class behaviours can be inputted into a GoogleDoc to note any patterns or recurring behaviours. The recording of **red** behaviours in the Classroom Behaviour Books (unlike **yellow** in-class behaviour warnings which are recorded on the laminated sheet) should be discreet and not in the earshot of other children. The purpose of the book is not punitive but to keep a record in order to analyse patterns and support children who are finding regulating behaviour in a classroom environment difficult.

On the rare occasion a child should incur three or more **red** recorded behaviours in a week, an email should be sent home (Appendix 4) informing the parents of their child's behaviour. The Head of Pre-Prep should be copied into any such communication.

In-class Yellow and Red Behaviours and Recording in the Early Years

Children in the Early Years are learning to operate in a classroom environment and more time therefore needs to be dedicated to the dialogue centred around their behaviour. The frequency of praise for **green** behaviour should be significantly higher than older year groups to reinforce positive classroom behaviour. As Harrodian may be their first formal school setting, narration and re-direction may need to be used at a higher frequency before issuing a child's **yellow** in-class behaviour warning.

Staff in the Early Years are expected to use their discretion and professional judgements when issuing **yellow** in-class behaviour warnings and recording **red** behaviours. We do not want to create an environment where children fear reprimands, however we are duty bound to create an environment where children are safe and can learn and reinforce appropriate learning behaviours. In the Early Years, **yellow** in-class warnings should be communicated to parents if the teacher feels it appropriate.

Reception Class should have 10-15 minutes of Golden Time every day or, when not possible, every other day. During Golden Time, children can choose an activity from their Golden Time box. The toys or activities for Golden Time will not be available at any other time during the day e.g. during choosing. The activities/toys can include Beebots, special pens, requested colouring, gems, Ipads, non-educational games etc. Children who consistently exhibit **green** behaviour throughout the day, will

choose their Golden Time toy first. Children who receive a recorded **red** behaviour that day will miss 5-7 minutes of the daily Golden Time. The adult should use this time to engage the child in a reflective dialogue about their previous behaviour and discuss opportunities and strategies to make better choices the next day.

Parents will be informed on the day (at pick-up) if their child has recorded a red behaviour. If the red behaviour persists (3 or more in a week), a parent meeting with the teacher will be scheduled to discuss further.

Please note: Class Behaviour Books MUST be kept in a drawer during the school day and locked in your classroom filing cabinet when you go home (GDPR requirement).

Behavioural expectations around the wider school (Rec-PP3)

Moving around the school

Harrodian is proud of the amount of freedom children have. However, in order for children to remain safe in their surroundings, they must show an amount of self-control and responsibility when moving around the school. All children in Pre-Prep are expected to:

- line up quietly one behind the other
- not push or shove in line
- look where they are going
- not touch or swing on anything on the way
- keep their hands and feet to themselves
- keep up with everyone else
- walk sensibly and quietly
- be respectful of the lessons taking place across the school
- knock on a door quietly before entering
- take care when going up and down stairs
- hold the door open where appropriate
- show good manners to anyone who holds the door or gives way to them
- not run to or from the toilets
- not misbehave in the toilets

Behaviour in the Orangerie (Dining Room)

In the Orangerie pupils should:

- wash their hands before eating
- line up quietly in the courtyard
- walk quietly through the Resources Room and into the Orangerie
- say 'please' and 'thank you' to all staff
- show good table manners (eating with mouth closed)
- use an inside voice
- wait patiently for adults to give out food

It is imperative that children travel safely around the school grounds. Children who do not follow the above expectations will initially be given a verbal warning to reiterate our expectations. If a child consistently fails to travel safely around the school or act appropriately in the Orangerie, it should be recorded in the Classroom Behaviour Book as a **yellow** behaviour.

Playtime Behavioural Expectations Rec-PP3

A system of **yellow** and **red** cards is used at morning break times and lunch break times. Initially, staff will give children a verbal warning for not showing **green** behaviour:

- If a child continues to make a poor behavioural choice they will be given a **yellow** card which will be recorded in the playground behaviour book (Appendix 2)
- A child will receive a **red** card if they continue the same behaviour. A **red** card results in the child standing next to the staff who issued the **red** card for 5 minutes
- If a child is physically aggressive towards another child they will receive an instant **red** card
- **Red** cards need to be communicated to the class teacher/assistant at the end of play
- All **yellow** and **red** cards need to be recorded in the Playground Behaviour Book by the member of staff who dealt with the behaviour playground incident. This is so consistently poor behavioural choices and patterns can be monitored
- Class teachers need to be informed of **red** playtime behaviour incidents, however they **do not** need to be recorded in the Classroom Behaviour Book

The Head of Pre-Prep will monitor the behaviour and frequency of poor playtime behaviour and will correlate the data in the Classroom Behaviour Books. Where necessary, additional strategies may need to be put in place to support children in regulating their behaviour during less structured times. Serious incidents such as physical harm to another child or use of inappropriate language (swearing), at playtime need to be recorded as a Wellbeing Incident (Appendix 6) directly to the Head of Pre-Prep.

The Playground Behaviour Book must be kept out of sight. It will be slotted on the shelf next to the Medical Book (both these books will be locked in my office at the end of the school day).

Morning Break Routines

Class teachers on morning break duty need to have their class ready and outside slightly before 10:45am to ensure other staff are able to have their break. Where possible, teachers should go to the toilet when children are having their snack at 10:30am. During this time, teaching assistants need to get children ready and lined up to go outside.

Those class teachers who are not on duty should ensure that their class is lined up with wellies and coats and ready to go outside at 10:45am. Class teachers should lead their class out to play quietly following the wider school behavioural expectations. All teaching assistants' break times are from 10:45am-11:05am. **Both** class teachers and teaching assistants need to collect their class from the putting green once the bell goes at 11.05am. This will allow those staff on duty to communicate any **yellow/red** cards issued to one member of staff while the other member of staff leads the children back to class quietly. Both members of staff must be present when collecting children from morning break to ensure a smooth transition back into the classroom.

Lunchtime Break Routines

Children need to be led to the Orangerie or Putting Green by an adult. The adult will vary due to various duties - whichever adult does not have a duty needs to get the children ready and take them to the appropriate place. Children should not return to their classrooms or the Pre-Prep Courtyard without asking an adult. PP3 are NOT allowed back to the Cloisters unaccompanied. Class teachers must be punctual when collecting children from the Putting Green or Orangerie.

The Responsibilities of the Pupils at Playtimes	Rewards for "Green" Behaviour	Consequences for "Yellow" and "Red" Behaviour
1. To play with kindness and consideration towards others	House points	Verbal warning
2. To use kind words	Stickers	↓
3. To include all children in games and play	Verbal praise	Yellow card issued
4. To not engage in rough or physical play	Communicate to class teacher/assistant	<ul style="list-style-type: none"> Recorded in playtime behaviour book.
5. To listen and follow adult instructions	Be trusted with extra responsibilities	↓
6. To ask permission to go to the toilet	First choice of playtime equipment	Red card issued
7. To treat property and equipment with respect		<ul style="list-style-type: none"> Miss 5 minutes of playtime (stay with a staff member). Recorded in Playground Behaviour Book Restorative conversation will take place
8. To know not to bully or single out one person		
9. To try and be a good loser and winner		

10. To be fair by sharing and taking turns		<ul style="list-style-type: none"> Class teacher informed
11. Understand where the school/playground boundaries are and where they must not go		

Following an incident with another child, staff should use a **restorative approach** and engage with the child once they are calm. The conversation is always collaborative and will promote reflective thinking in our children. The goal is for the children to reach their own understanding about their behaviour and how it affected the other party

Restorative Conversation: Once the child is calm, you should ask the following three questions:

- 1. Can you tell me what happened? (the child begins to reflect)*
- 2. Who was affected by what happened? (the child begins to empathise)*
- 3. What can we do to put things right? (the child takes responsibility but knows you are there to support the process)*

This conversation will usually happen after playtime by their class teacher. When the child is ready to talk, the teacher will talk to the child about their poor behavioural choice. They will discuss what the child did, why and what they could have done instead. The adult may model appropriate behaviour to explain. The aim of the conversation is to help the child learn, to show/develop empathy, to acknowledge their behaviour and to put the situation right. The child who has been hurt will **always** be comforted, listened to and supported. When both children are regulated, the child who made a poor choice needs to apologise to the injured party.

Additional Consequences, Monitoring and Recording

There are occasions when we need to take additional action to ensure children are supported in improving their behaviour and making better choices. In this instance, we may use one of the following approaches:

Wellbeing Incident - If the behaviour/incident is deemed, in the professional judgement of the teacher, to have an impact on the wellbeing of another child, then the teacher should log it with the Head of Pre-Prep directly via email as well as in the Classroom Behaviour Book. Examples of a wellbeing incident is physical harm or repetitive unkind language directed to a child by the same child(ren) each time. The teacher will talk to both children involved at separate times to ascertain what happened. If necessary, they may also talk to other children who witnessed the incident. The actions, including what the child has said and witness statements should be summarised and in some cases, parents may be informed.

Team Around the Child (TAC) Meetings - a teacher may call a TAC meeting to discuss any children who may be of particular concern so that all staff are aware of their needs and any difficulties they may have. This is an opportunity for previous teachers/assistants and additional adults who have worked with that child before to

share successful strategies or their experience with the current situation. These meetings should be logged in the Classroom Behaviour Book

ABCC Monitoring document - an ABCC (antecedent, behaviour, consequence, communication) monitoring document is used for a specified period of time and can determine if there is a pattern to the negative behaviour. Having investigated the results of the ABCC chart, if necessary, a plan of action can be developed with the Head of Pre-Prep, SENDCO and discussing if it is necessary to complete an Evidence of Need form with Learning Enrichment to support the child, teaching team and class in general.

MyConcern - If the behaviour reaches the threshold of harm and is deemed to be a safeguarding concern, then it should be recorded with the Pre-Prep Safeguarding Lead on MyConcern. The Safeguarding Team, relevant members of SLT and Learning Enrichment will follow the steps outlined in the Safeguarding and Child Protection Policy.

Pupils with Special Educational Needs (SEND) or Other Diagnoses

Where children have SEND or other diagnoses, there may be situations or circumstances where the consequences, rewards and sanctions may need to be reasonably adjusted to suit the child's needs. This will be done in consultation with the SENDCO and Pre-Prep Safeguarding Lead who may also seek advice from external agencies.

Approved by:	Senior Leadership Team
Review Cycle:	Annual
Last Reviewed:	April 2025
Date of next review:	April 2026

Appendix 1-Classroom Behaviour Book Log

Classroom Behaviour Book Log						
1. To stop talking when asked 2. To listen actively and follow the adult's instructions 3. To be respectful, polite and use kind words towards all adults and children 4. To work hard on tasks 5. To sit quietly during whole class teaching and pay attention to the lesson			6. To be encouraging and kind to classmates 7. To treat property and equipment with respect 8. To help maintain a clean a tidy environment 9. To show good manners to everyone 10. To ask permission to leave the classroom			
Date	Subject/ Time	Name	Red in-class behaviour number and details	Previous yellow behaviour number and details	GT mins lost	Adult
			1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10		
			Details:	Details:		
			1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10		
			Details:	Details:		
			1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10		
			Details:	Details:		
			1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10		
			Details:	Details:		

Appendix 2 Playtime Behaviour Book Log

Playtime Behaviour Book Log

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. To play with kindness and consideration towards others 2. To use kind words 3. To include all children in games and play 4. To not engage in rough or physical play 5. To listen and follow adult instructions 6. To ask permission to go to the toilet | <ol style="list-style-type: none"> 7. To treat property and equipment with respect 8. To know not to bully or single out one person 9. To try and be a good loser and winner 10. To be fair by sharing and taking turns 11. Understand where the boundaries are and where they must not go |
|---|---|

Date	Playtime	Name/class	1 st yellow card	2 nd yellow → red or instant red	Adult
	Morning		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	
	Lunch		Details:	Details:	
	Morning		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	
	Lunch		Details:	Details:	
	Morning		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	
	Lunch		Details:	Details:	
	Morning		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	
	Lunch		Details:	Details:	
	Morning		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	
	Lunch		Details:	Details:	

Date	Playtime	Name & Class	1 st yellow card	2 nd yellow → red or instant red	Adult
	Morning		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	
	Lunch		Details:	Details:	
	Morning		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	
	Lunch		Details:	Details:	
	Morning		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	
	Lunch		Details:	Details:	
	Morning		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	
	Lunch		Details:	Details:	
	Morning		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	
	Lunch		Details:	Details:	
	Morning		1 2 3 4 5 6 7 8 9 10 11	1 2 3 4 5 6 7 8 9 10 11	
	Lunch		Details:	Details:	

ABCC monitoring document

ABCC monitoring document				
The responsibilities of the pupils in-class			The responsibilities of the pupils at playtimes	
1.To stop talking when asked 2.To listen actively and follow the adult's instructions 3.To be respectful, polite and use kind words towards all adults and children 4.To work hard on tasks 5.To sit quietly during whole class teaching and pay attention to the lesson 6.To be encouraging and kind to classmates 7.To treat property and equipment with respect 8.To help maintain a clean a tidy environment 9.To show good manners to everyone 10.To ask permission to leave the classroom			1.To play with kindness and consideration towards others 2.To use kind words 3.To include all children in games and play 4.To not engage in rough or physical play 5.To listen and follow adult instructions 6.To ask permission to go to the toilet 7.To treat property and equipment with respect 8.To know not to bully or single out one person 9.To try and be a good loser and winner 10. To be fair by sharing and taking turns 11.Understand where the boundaries are and where they must not go	
Date & time	Antecedent	Behaviour	Communication	Consequence
Log both date and time to see if a pattern of behaviour is determined by the time of day, lesson etc. Is it before lunch?	What was the trigger that caused the child to behave in that way? Was it environmental? Physiological? Has the child been sitting for a long time? Have they eaten or are they hungry? In need of a drink? Provocation from another child?	What exactly did the child do?	What exactly was said to the child after the behaviour? Is the same thing said each time? Does the behaviour happen to elicit this response?	What was the consequence of the behaviour? Does the consequence change? Does it have an impact? Does the behaviour happen to elicit this response?

[illegible]

Appendix 4- Email following three red in-class behaviour logs for PP1 -PP3 parents

(Used Prep-Level 1)

Dear PARENT,

I regret to inform you that NAME has made some repetitively poor in-class behaviour choices this week resulting in HIM/HER losing (Number of) minutes of Golden Time. The repeated poor behaviour has been (e.g. poor listening/ regularly interrupting an adult / distracting other learners et)

Both myself and TEACHING ASSISTANT will continue to work hard to encourage and support NAME to improve HIS/HER behaviour. It would also be helpful if you could have a calm conversation with NAME at home. I have attached a copy of the Pre-Prep's Behavioural Expectations as well as our Golden Rules for reference.

Thank you for your support in this matter

TEACHER

EMAIL

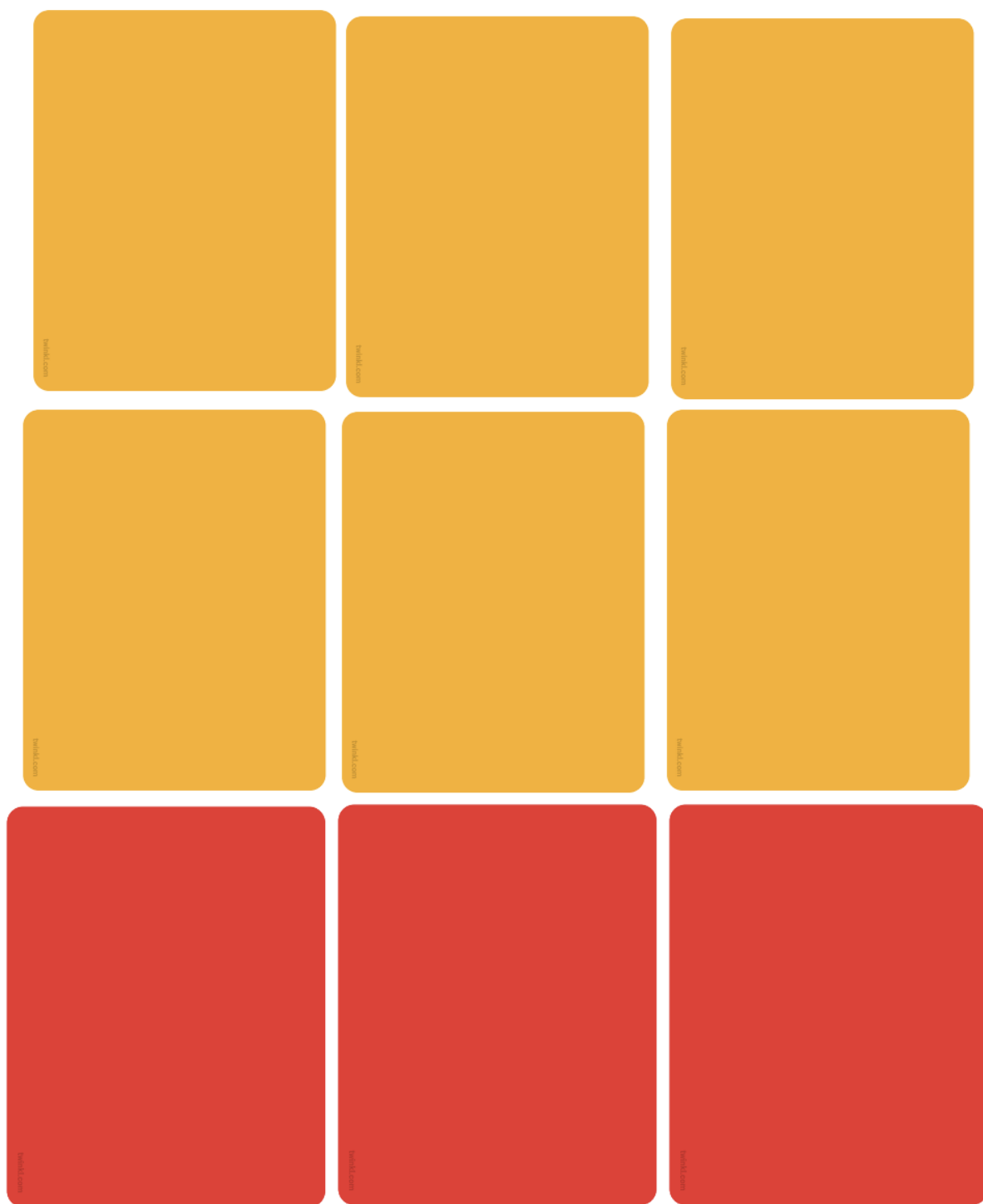
Appendix 5: Classroom Golden Awards



Appendix 6: Yellow in-class warning laminated sheet

[illegible]

Appendix 7: red and yellow cards for playtime (a set for each adult)



Additional Resources:



HARRODIAN

PRE-PREP
PLAYTIME
BEHAVIOUR BOOK



HARRODIAN

PRE-PREP
CLASSROOM
BEHAVIOUR BOOK

PRE-PREP'S GOLDEN RULES

- ★ **Be kind, polite and helpful**
- ★ **Listen**
- ★ **Follow Instructions**
- ★ **Be honest**
- ★ **Work hard**
- ★ **Look after our school**

THE RESPONSIBILITIES OF THE PUPILS AT PLAYTIMES

1. To play with kindness and consideration towards others.
2. To use kind words.
3. To include all children in games and play.
4. To not engage in rough or physical play.
5. To listen and follow adult instructions.
6. To ask permission to go to the toilet.
7. To treat property and equipment with respect.
8. To know not to bully or single out one person.
9. To try and be a good loser and winner.
10. To be fair by sharing and taking turns.
11. Understand where the boundaries are and where they must not go.

THE RESPONSIBILITIES OF THE PUPILS IN CLASS

1. To stop talking when asked.
2. To listen actively and follow the adult's instructions.
3. To be respectful, polite and use kind words towards all adults and children.
4. To work hard on tasks.
5. To sit quietly during whole class teaching and pay attention to the lesson.
6. To be encouraging and kind to classmates.
7. To treat property and equipment with respect.
8. To help maintain a clean a tidy environment.
9. To show good manners to everyone.
10. To ask permission to leave the classroom.

TRAVELLING AROUND THE SCHOOL

- Line up quietly one behind the other
- Not push or shove in line
- Look where they are going
- Not touch or swing on anything on the way
- Keep their hands and feet to themselves
- Keep up with everyone else
- Walk sensibly and quietly
- Be respectful of the lessons taking place across the school.
- Knock on a door quietly before entering
- Take care when going up and down stairs
- Hold the door open where appropriate
- Show good manners to anyone who holds the door or gives way to them
- Not run to or from the toilets
- Not misbehave in the toilets.

THE RESPONSIBILITIES OF THE PUPILS IN THE ORANGERIE

- Wash their hands before eating.
- Line up quietly in the courtyard.
- Walk quietly through the Resources Room and into the Orangerie.
- Say 'please' and 'thank you' to all staff.
- Show good table manners (eating with mouth closed.)
- Use an inside voice.
- Wait patiently while adults to give out food.