



# FEATHERSTONE ALL SAINTS CofE ACADEMY

## BEHAVIOUR POLICY 2025/2026

<b>Approved by:</b>	Governors	<b>Date:</b> June 2025
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<b>Last reviewed on:</b>	June 2025
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## 1. Aims

This Church of England Trust aim to serve its community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and requires the valuing of other faiths. It promotes Christian values and spiritual development through the experience it offers to all its pupils. These values are implicit in this policy.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Our school aims to provide a happy and secure environment for all those who work in, or visit, it. We believe that we should:

- Develop inquiring minds, with the ability to question, think rationally and independently creating self-motivated learners.
- Promote excellence, equality and high expectations for everyone. Standards will be high in all areas of the school's work and there will be an atmosphere of challenge and support at all levels.
- Establish learning environments that will be exciting and rewarding.
- Provide a curriculum that is a broad range of creative, stimulating, sporting and artistic opportunities through which the children will experience discovery and success.
- Enable our children to keep safe and adopt healthy lifestyles in order for our children to be emotionally and physically healthy.
- Establish an ethos where everyone is included, valued and respected. Everyone will be given the opportunity to fulfil their potential and become the best that they can possibly be.
- Be positive role models, we will encourage open-mindedness and respect for others.
- Enable the pupils to take responsibility for their own learning, to use and apply their developing skills and to work collaboratively.
- Enable the pupils to set themselves high standards, to take pride in their work and strive towards their targets.
- Place the school at the centre of the community by working closely with parents and local groups, and to strive to make a positive contribution towards that community.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)

- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items.

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

<https://www.allsaints.wakefield.sch.uk/key-information/school-policies>

#### 5. Roles and responsibilities

##### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs

The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### Our Golden Rules

Our '*Golden rules*' are linked to our key values; respect, friendship, compassion and perseverance. They are:

- We show courage in all that we do
- We are aspirational in all that we do

- We respect ourselves, others and the environment
- We show love to everyone and everything around us

## 7. Rewards and sanctions

We must all be aware of the importance of encouraging appropriate behaviour in school and also of the different ways this can be achieved. We try to encourage good behaviour through the use of praise and a system of rewards.

Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements.

### Rewards

A range of rewards are used in school such as:

- Comments, stamps, stickers or smiley faces in children's work
- Verbal praise
- Public praise in front of peers
- Weekly celebration worship
- General stickers / group awards / prizes at the discretion and design of the class teacher for pom-poms in a jar, table points, raffle tickets or marbles gained. The prizes could include small toys, sweets etc.
- Acknowledgement of positive behaviour.
- Class Dojo points
- Parental contact to pass on positive praise about their behaviour

### **Class Dojo points**

As part of our reward system for children in school, we use Class Dojo, where the children can earn points every day for their effort, perseverance, work quality and behaviour. Teachers will focus on a specific Christian value each week. If the children show love, respect, courage and aspiration, they will be awarded double the points. As a parent, if your email address is linked to your child's Class Dojo account, you will receive a notification whenever your child receives a Dojo point.

Class teachers will keep a track of each child's points. Children will be rewarded by the Headteacher (or deputy headteacher in the headteacher's absence) with a certificate and small prize recognizing the effort, perseverance, work-quality and behaviour, when children achieve the following milestones:

Number of Dojo's achieved	Award Achieved
100	Bronze
200	Silver
300	Gold
400	Platinum

## 7.1 Sanctions

For some children who have difficulty adopting acceptable behaviour it may be appropriate to focus on and try to correct only one problem at a time. In some cases a non-verbal signal e.g. a look or frown may be sufficient or a verbal rebuke may be necessary.

### Unacceptable Behaviour

There is no place for violence, bullying, harassment (racial or sexual), vandalism, rudeness to adults or bad language in school and these must be discouraged. Sanctions exist to protect individuals from these negative forms of behaviour. Any incidents of unacceptable behaviour will be logged on CPOMs by either the class teacher / support staff and SLT will be tagged into these incidents so that they are able to monitor behaviour incidents.

### Sanctions

Where the code of conduct has been contravened and learning is disrupted, there must be a system of appropriate sanctions. Where possible, sanctions should be seen to match the offence. We must encourage flexibility in the application of sanctions to suit individual children. Minor infringements will be dealt with by the adult responsible for the child at that time.

When giving a sanction, staff members will follow the following script (where possible, in a private conversation) to ensure clarity and consistency and positively frame behaviour:

*“Sam...” (gain attention), “I noticed you called out without raising your hand.” (state behaviour), “Remember, we raise our hand and wait to be chosen before speaking.” (state expectation), (Pause — Sam raises hand) “Thanks, Sam — I’ll come to you next.” (reinforce)*

Sanctions to be used are;

	Possible behaviour	Consequences
<b>Verbal Warning</b>	<ul style="list-style-type: none"> <li>• Low level chatting / silliness</li> <li>• Lack of concentration</li> <li>• Swinging on furniture</li> <li>• Shouting out</li> <li>• Failure to complete class work</li> <li>• Talking to another student across the classroom</li> <li>• Distracting others</li> </ul>	Verbal warning to be given. State what is happening and remind children of the rule
<b>C1</b>	<ul style="list-style-type: none"> <li>• Continuation of the above behaviours</li> <li>• Reluctance to follow instructions after initial warning</li> <li>• Rudeness to another child (not discriminatory)</li> </ul>	Child’s name is recorded in the class consequence book and dated.
<b>C2</b>	<ul style="list-style-type: none"> <li>• Continuation of the above behaviours</li> </ul>	Loss of 5 minutes of playtime and 5 minutes of Golden Time.  This is to be spent with the teacher on duty or class teacher.

<b>C3</b>	<ul style="list-style-type: none"> <li>Continuation of the above behaviours</li> <li>Defiance to a member of staff</li> <li>Purposeful damage to school property/ equipment (minor)</li> <li>Being disrespectful to an adult</li> <li>Inappropriate physical contact (not severe)</li> <li>Rudeness or inappropriate language which is discriminatory or insulting (towards another child or a member of staff)</li> </ul>	<p>Loss of 15 minutes of playtime (this is to be spent with class teacher or person on duty or member of SLT – any missed work to be completed, a reasonable amount to be done). Loss of 10 minutes Golden Time.</p> <p>Parental contact by class teacher Recorded on CPOMS (C3 to be tagged)</p> <p>At teacher discretion, a child could be sent for a time-out in a different classroom.</p>
<b>C4</b>	<ul style="list-style-type: none"> <li>Continuation of C1-C3 behaviours</li> <li>Physical fighting (equally to blame)</li> <li>Swearing or inappropriate language which is deliberately racist, sexist, sexual, homophobic or discriminatory</li> </ul>	<p>Loss of playtime and lunch time (to be spent with a member of SLT). Loss of Golden Time.</p>
<b>C5</b>	<ul style="list-style-type: none"> <li>Persistent disruption</li> <li>Persistent refusal to follow the school rules</li> <li>Aggressive defiance</li> <li>Threatening behaviour towards a member of staff</li> <li>Damage to school property (serious)</li> </ul>	<p>Internal exclusion for half a day (may be with a member of SLT or in another class)</p> <p>Parental contact by SLT</p> <p>Record logged on CPOMS under internal exclusion (and C5 tagged)</p>
<b>C6</b>	<ul style="list-style-type: none"> <li>Unprovoked physical assault to staff member or child</li> <li>Severe and wilful damage to school property</li> <li>Severe verbal assault</li> <li>Extreme refusal to comply</li> </ul>	<p>SLT decision</p> <p>Suspension from school or full day internal Suspension</p> <p>Logged as suspension on CPOMS (with C6 tagged)</p>

### Early Years Foundation Stage

Pupils in the Early Years Foundation Stage will take the form of a relational approach where staff view behaviour as a form of communication of an underlying need or emotional state rather than a matter of choice or intentional behaviour. Instead of punishment, this approach prioritises building strong, trusting relationships between individuals to create a safe, compassionate and supportive environment, helping individuals understand and regulate their emotions to develop and thrive. Key components include empathy, non-judgmental attitudes, maintaining clear boundaries, and offering personalized, nurturing responses to meet individual needs. The long term aim is to support the development of emotional regulation and coping strategies, promoting overall well-being, rather than simply managing surface-level behaviour.

Pupils in Reception will be part of the whole-school rewards system with dojos issued for positive behaviour which aligns with the school rules and values.

## Playtimes

We expect that the same school rules apply at playtimes as well as the rest of the school day and that children will respond to the supervision of lunchtime supervisors at lunchtimes. Lunchtime supervisors should be treated with the same respect as other adults in the school, and have access to the school system of reward and sanctions.

Some ground rules for establishing good relationships.

- a) Be positive.
- b) Be careful how you talk to people.
- c) Label the act not the child.
- d) Build in success.
- e) Give children time to succeed.
- f) Smile.
- g) A word in time (can often forestall trouble).
- h) Confidence boosting
- i) Catch them when they are **good**.
- j) Share the problem with the children.
- k) Avoid wasteful queues.
- j) Communicate with others.
- k) Ask for help.
- l) Show appreciation.

### 7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. All incidents will be logged on CPOMs along with the action taken.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy

<https://www.allsaints.wakefield.sch.uk/key-information/school-policies>

### 7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### 7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Playtimes

### Routines

End of Playtime

Teachers will meet their classes in the playground, adjacent to the Year 6 doors, at the end of both play and lunchtimes. The whistle will sound, blown by the most senior member of staff supervising the play or lunch time; pupils will stop at the first whistle, and move on the second whistle to the desired location. Once in line, pupils will remain silent and demonstrate that they are ready to enter the school building.

### **Indoor Play**

The most senior teacher on duty will decide if morning break will be indoors or not. The adult taking assembly / worship on that day will need informing before the pupils leave the hall or classroom.

The most senior teacher will decide if lunch time will be indoor or not and inform staff.

If it is unfit for the children to play out the class teacher will ensure some appropriate provision or activities are available for the children (e.g., Wet playtime pencils and scrap paper, Lego, DVD or board games).

### **Where they play**

The children should stay off the grass / trim trail unless the teacher on duty decides it is suitable to play there.

Children should stay on the playground and not go in and out of the building unless they obtain permission from the teacher on duty.

#### 1. Entering the building – morning

Doors open at designated time. Children will not be allowed into the building before this time unless the weather is extremely bad except under special circumstances when prior notice is given, to staff by parents.

#### 2. Leaving the building

Prior to break times the following procedure is put into operation. Each class teacher should ensure that their class is ready to leave the building and supervise them in the cloakroom (this responsibility will at times be shared when members of staff are on duty).

#### 3. Playground Supervision

It is the responsibility of supervising staff to ensure children are playing safely and appropriately in designated areas.

Supervising staff **must** ensure they are on the playground promptly. Their classes will be dismissed from assembly first. A TA will be on the playground five minutes earlier to check for any hazards and receive the first children.

Supervise and interact with the children should pre-empt any potential flashpoints.

Children who are not playing appropriately should be dealt with by staff on duty. Sanctions to include those outlined above. Should a more serious incident occur then senior staff should be sent for or those children involved should be accompanied into the building by one of the supervisory staff. Children who have been involved in playground incidents should **never** simply be sent in unaccompanied. This can

result in them slipping through the net and the problem not being resolved.

Teaching staff who are aware that they will be absent from school on a particular day due to an in service course for example should arrange to swap duties with another member of staff. Short term supply staff should not be the only member of teaching staff on playground duty, although they may be used to assist established staff.

#### 4. Going home.

Children should be supervised in the cloakroom by teachers.

### **The roles of lunchtime supervisors**

Each will have certain roles within lunchtime breaks.

#### Dining Room

They will supervise the dining room and remain in there to ensure that adequate supervision is in place at all times. Their function is to ensure children eat correctly and behave in an orderly manner; to help children who may be finding cutting up food or opening containers difficult or to help clear up food and or drinks which may have been accidentally spilt.

#### Outdoor

They will also be responsible for supervising outdoor play, ensuring all school rules are maintained and that children are playing safely and responsibly in the correct areas. They should also pass on any children requiring minor first aid to the named first aider.

#### Wet Lunchtime

They will supervise children in classrooms.

#### Inappropriate Behaviour

Lunchtime supervisors should use the same methods of applying sanctions as class teachers responsible for children at break time. Minor problems at lunchtime should be investigated by them and dealt with appropriately. Where it is felt that further action is required the Head / Deputy or the senior member of staff responsible for the building at the time should be sent for in order that the matter may be resolved immediately. Problems occurring at lunchtime should not be stored up for the class teacher to deal with at the beginning of afternoon school.

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons

- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body annually. At each review, the policy will be approved by the headteacher.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy

<https://www.allsaints.wakefield.sch.uk/key-information/school-policies>

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.













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**Appendix 2: staff training log**

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

### Appendix 3 – Sanctions and Rewards

Positive Strategy	Details:
Golden Time	<ul style="list-style-type: none"> <li>● Golden time on a Friday afternoon – well planned activities for children to know about on a Monday morning and look forward to for the week</li> <li>● Golden Time begins at 2pm with children moving to the appropriate rooms for their activity. All children are back in their classrooms at 2.45pm, so they can prepare for the end of the day.</li> <li>● Any children who have lost Golden Time through sanctions, will spend the time with Mr Burton, or another member of SLT, if he is unavailable.</li> </ul>
Newsletter Recognition	<ul style="list-style-type: none"> <li>● Headteachers Awards chosen and recognised in weekly newsletter</li> </ul>
Celebration Worship	<ul style="list-style-type: none"> <li>● Children chosen for showing school values – recognised and shared in assembly and on weekly newsletter</li> <li>● Parents are invited in where their children are chosen for the Headteachers award.</li> <li>● Pictures celebrating the successes in assembly will be shared on Class Dojo</li> </ul>
Individual Classroom systems	<ul style="list-style-type: none"> <li>● One child to be chosen in each classroom who have tried especially hard for the whole day</li> </ul>
Class Dojo	<ul style="list-style-type: none"> <li>● Dojos to be added for each child – Individual dojos to be added where individuals are working well and/or demonstrating the school values</li> <li>● Whole class Dojos – If the whole class are working well or demonstrating the school values, whole class dojos will be added</li> <li>● Exceptional classwork will be shared through Class Dojo to show parents what the children have been working on and celebrate their achievements</li> <li>● Individual messaging – Parents of individual children will receive a message of praise when a piece of work has been completed to an exceptional standard, or behaviour has been exemplary</li> </ul>
Positive Praise	<ul style="list-style-type: none"> <li>● Positive praise/reinforcement throughout all lessons where children have demonstrated the school values and have followed the school rules</li> <li>● Children sent to a member of the Senior Leadership Team to share their work – stickers to be given</li> </ul>

	Possible behaviour	Consequences
Verbal Warning	<ul style="list-style-type: none"> <li>• Low level chatting / silliness</li> <li>• Lack of concentration</li> <li>• Swinging on furniture</li> <li>• Shouting out</li> <li>• Failure to complete class work</li> <li>• Talking to another student across the classroom</li> <li>• Distracting others</li> </ul>	Verbal warning to be given. State what is happening and remind children of the rule
C1	<ul style="list-style-type: none"> <li>• Continuation of the above behaviours</li> <li>• Reluctance to follow instructions after initial warning</li> <li>• Rudeness to another child (not discriminatory)</li> </ul>	Child's name is recorded in the class consequence book and dated.
C2	<ul style="list-style-type: none"> <li>• Continuation of the above behaviours</li> </ul>	Loss of 5 minutes of playtime and 5 minutes of Golden Time. This is to be spent with the teacher on duty or class teacher.
C3	<ul style="list-style-type: none"> <li>• Continuation of the above behaviours</li> <li>• Defiance to a member of staff</li> <li>• Purposeful damage to school property/ equipment (minor)</li> <li>• Being disrespectful to an adult</li> <li>• Inappropriate physical contact (not severe)</li> <li>• Rudeness or inappropriate language which is discriminatory or insulting (towards another child or a member of staff)</li> </ul>	Loss of 15 minutes of playtime (this is to be spent with class teacher or person on duty or member of SLT – any missed work to be completed, a reasonable amount to be done). Loss of 10 minutes Golden Time.  Parental contact by class teacher Recorded on CPOMS (C3 to be tagged)  At teacher discretion, a child could be sent for a time-out in a different classroom.
C4	<ul style="list-style-type: none"> <li>• Continuation of C1-C3 behaviours</li> <li>• Physical fighting (equally to blame)</li> <li>• Swearing or inappropriate language which is deliberately racist, sexist, sexual, homophobic or discriminatory</li> </ul>	Loss of playtime and lunch time (to be spent with a member of SLT). Loss of Golden Time. Parental contact by class teacher or SLT if a serious incident Record logged on CPOMS (C4 to be tagged)
C5	<ul style="list-style-type: none"> <li>• Persistent disruption</li> <li>• Persistent refusal to follow the school rules</li> <li>• Aggressive defiance</li> <li>• Threatening behaviour towards a member of staff</li> <li>• Damage to school property (serious)</li> </ul>	Internal exclusion for half a day (may be with a member of SLT or in another class) Parental contact by SLT Record logged on CPOMS under internal exclusion (and C5 tagged)
C6	<ul style="list-style-type: none"> <li>• Unprovoked physical assault to staff member or child</li> <li>• Severe and wilful damage to school property</li> <li>• Severe verbal assault</li> <li>• Extreme refusal to comply</li> </ul>	SLT decision Suspension from school or full day internal suspension Logged as suspension on CPOMS (with C6 tagged)