



Hadley Wood Primary School Behaviour in Schools Policy

Date the policy came into effect	September 2024
Date of next policy review	September 2025
Version Number	5
Name of person responsible for this policy	Fran Worby
Issued to	Staff, governors, parents
Date of issue	September 2020

HADLEY WOOD BEHAVIOUR IN SCHOOLS POLICY

Rationale

Hadley Wood is a 'values' school and the development of positive social, emotional and disposition for learning skills are at the core of our behaviour policy. We believe that the establishment of a sound educational environment, both within and outside the classroom, is key to effective learning and teaching and is dependent upon positive relationships founded at school and classroom level through interactions between staff and pupils and between pupils themselves. We are proud to be on our journey to be a Trauma Informed School and adaptive and reflective approaches are at the centre of our ethos and across our setting. We also believe that it is crucial for parents and carers to espouse the values of our school and to model appropriate behaviour towards all members of our school community.

Aims

We have very high expectations for behaviour and want to develop children's understanding of the impact of the choices they make, whether positive or negative. Appropriate behaviour and good behaviours for learning are not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised.

At Hadley Wood, we believe it is essential to create a calm and respectful environment where children can grow in confidence, feel safe and are able to learn.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to support the wellbeing of our children through our trauma-informed approach and by providing a calm, positive and nurturing environment.
- We aim to encourage high standards of work and behaviour by emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect, dignity and consideration.
- We are all responsible for facilitating the learning of all our children - all adults (staff, parents, carers, visitors, governors) encountered by the children at school have an important responsibility to model high standards of behaviour at all times.
- We aim to help children develop responsibility for their own behaviour as individuals and in groups, both on site and when they are taking part in educational activities offsite.
- We aim to support the school's inclusive ethos by considering how pupils' additional needs will manifest in terms of their behaviour and ability to understand our values and expectations.

We firmly believe that every adult member of our school community has a responsibility to teach children socially acceptable behaviour. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We believe that children respond best to praise and encouragement. We must endeavour to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers, parents and carers have a responsibility in setting a good example in the way that they behave as well as ensuring that the rules are followed. Teachers and support staff start each day off on a positive note through being a welcoming face to children at their classroom doors.

We work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are behaving in an appropriate way, we say that they are displaying 'green behaviour'. Our expectation is that everyone in the school community aims to show this behaviour at all times.

Supporting Behaviour for Learning: Stay on Green, Aim for Gold:

Hadley Wood uses the 'Stay on Green, Aim for Gold' behaviour model to promote and reward children making positive behaviour choices. The expectations are designed to focus on positive action and choices rather than what children should not do.

Overview: The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who regularly follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Teaching of specific behaviours and routines

All pupils start on 'Green' at the start of each morning.

Poor behaviour choices - Consequences

Positive behaviour choices - Rewards

Green behaviours = doing the right thing - good behaviour for learning and appropriate behaviour

How It Works: (See Appendix A and B for breakdown of behaviour system)

- In each class there is a prominent 'Stay on Green, Aim for Gold' display with each of the colours represented by a simple piece of matching coloured card. On this display, all children have a clear pocket with their name on it.
- Each day, children start with their name on green.
- If children make positive impactful individual choices they are celebrated by placing the colour bronze, silver or gold into the chart and rewards given (Please see Appendix A for list of behaviour rewards).
- If children make poor behaviour choices, they are warned by placing a blue card in their named card holder.
- Continuing or serious poor behaviour choices will result in the child's name being changed to the yellow or red areas of the display and the subsequent sanctions actioned.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green (and then towards gold).
- When on yellow, children will go to their paired behaviour timeout classroom (not phase leader) for 5 minutes and complete a Self-Reflection Log (see Appendix D and E).

Parents/carers will be notified by the class teacher if their child has moved to yellow through a phone call or conversation at pick up time. Both the teacher and Phase Leader will keep a copy of the Self-Reflection Log and this will be shared with parents at the end of the school day.

- When on red, children are sent to the Phase Leader's class for up to 15 minutes. If the Phase Leader is not in the class they go to a different Phase Leader. They must be told the reason why they are being asked to leave the classroom. The child will take a Self-Reflection Log to complete as well as some work. Both the teacher and Inclusion Lead/SENCO keep a copy of the reflection sheet and it is logged on Arbor (our Management Information System) as a minor incident. Parents/carers will be notified and a copy of the Self-Reflection Log will be sent home for parents/carers to discuss the expected school behaviour with their child. The Phase Leader will monitor the child's behaviour for the rest of the week in the form of a behaviour report. When the child returns to class they immediately move back to yellow.
- Whilst it is generally unlikely for children to reach red, any year group team with a child who reaches red or beyond in a day will access support and advice from the Inclusion Lead/SENCO as appropriate Phase Leader or member of the SLT to help them make better choices in their behaviour.

Types of Behaviour

As a Values school we believe every child has the right to feel happy and safe when in school. There are a number of behaviours which are deemed severe enough for an automatic red card – these are referred to as Unacceptable Behaviour (even if the pupil had been on green/bronze/silver/gold). If any of the following behaviours are displayed, the child will be sent straight to the Headteacher and the children's parents will be informed:

These include:

- Racist language
- Homophobic language
- Deliberate vandalism
- Verbal abuse
- Bullying
- Insulting someone's gender
- Insulting someone because of a disability
- Physical violence towards another child/adult

Verbal (Name-Calling, Taunting, Mocking)

This covers name-calling, insults, threats and prejudice-related 'jokes'; and incitement of others to behave in a prejudiced way. It also includes ridicule of a person's appearance, speech, background, religion, culture; the regular use, consciously or unconsciously of offensive and discriminatory language. An example of this would be the 'casual' use of homophobic language such as the use of gay to mean stupid. Staff should challenge the derogatory use of the word gay in this way.

Written

This includes offensive writing, drawings, emails and text messages as well as items posted on the web, including social networking sites.

Graffiti

This includes offensive writing and drawings in public places such as walls, desks, and toilets.

Physical

This includes a range of violent actions involving hitting, kicking, and the use of weapons, pushing, shoving or tripping someone.

Intimidation/coercion

This includes making fun of children and adults, offensive gestures, mimicry, intimidating body language and obstruction, for example when entering a school classroom or within the school environment, as well as making someone do or say something against their will.

Extortion

Extortion specifically relates to forcing someone to give up something they own, or have in their custody, such as money, personal possessions or school property.

Taking of or damage to possessions

This includes deliberately damaging or breaking a person's property, spoiling or destroying a piece of work, hiding a pupil's bag, pens, shoes and other personal property or the school's property that is in the possession of or being used by the victim.

Deliberately excluding

This includes a refusal to sit next to or work with another child, for example, in working groups, lunchtime queues, and playground activities.

Incitement

This includes spreading rumours, encouraging others to participate, wearing of specific badges or T-shirts, carrying slogans, bringing discriminatory literature into school or attempting to recruit others to organisations and groups that promote any form of prejudice.

Spreading rumours

The spreading of rumours and/or malicious gossip, particularly with the intention of causing hurt to those named in the rumours.

Cyber (email, internet, text)

Cyber bullying is the use of Information Communications Technology (ICT), particularly mobile phones and social media, deliberately to upset someone else. (As such, technology is often the vehicle for the bullying, and therefore spreading rumours, for example, may be done via the internet, and would therefore be both 'Spreading rumours' and 'Cyber.' (Cyberbullying, DCSF00685-2007).

Mate Crime

The exploitation, abuse or theft from any vulnerable person by those they consider to be their friend.

Prejudice Related Incidents

A prejudiced-related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

- All pupils are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination
- Prejudice-related bullying prevents children from learning and could be a significant barrier to their achievement
- Prejudice-related bullying impacts on social and emotional well-being
- Strategies for dealing with discrimination are linked to the school's behaviour and antibullying policy
- All staff, pupils, parents and carers should be aware of the school's policy and procedures for dealing with prejudice-related incidents
- All allegations of prejudice-related incidents should be taken seriously and investigated thoroughly
- Schools should keep parents, carers and victims informed during an investigation and advise them of any action that is taken. This should be discussed sensitively with the child or young person beforehand
- All prejudice-related incidents are recorded and held on file in the school. Incidents are monitored by the Head teacher and Safeguarding Lead.

If a child displays any form of Unacceptable Behaviour:

- They will be sent to the Phase Leader/Deputy Headteacher/ Headteacher.
- Phase Leader/Deputy Headteacher/Headteacher will call parents/carers for a meeting to discuss the behaviour.
- The child will be subject to a behaviour plan/report for the next five days to monitor behaviour in class. This will be sent home at the end of each day to enable parents to reinforce the expected behaviour.
- The child will receive an Internal Red (internal isolation from their class) for half a day. This will be logged on ScholarPack.
- All playtimes and lunchtimes will be missed that day – these will be supervised by a member of SLT.

Responding to Prejudice Incidents

At Hadley Wood we consider four issues when responding to prejudice related incidents:

- Challenging those responsible
- Supporting the victim and perpetrator
- Reporting what has happened to the right people
- Monitor to avoid repetition

The aim is not only to respond appropriately to incidents as they happen, but to try to make sure further incidents do not occur.



Report, support, monitor and challenge is the cyclical process that is regularly discussed so that all staff and pupils are aware that:

- prejudice of any sort will be challenged
- support is available for all involved – victims, perpetrators, families, Headteacher, teachers and Governors
- any incident will be reported, recorded, responded to and

monitored.

Children with specific behavioural needs

All pupils will be expected to uphold the school rules and school values, including pupils with special educational needs. We recognise that some children have specific needs with regards to their behaviour.

For those identified with SEND, the system may be altered and adapted to meet their needs.

In these cases, children's individual Education, Health and Care Plans and Behaviour Plans will clearly outline the steps required to address and support their ability to adhere to the school's behaviour expectations.

The school provides a Nurture Group facility during break times and lunchtimes where targeted children can withdraw to if they find the playground overwhelming.

Positive behaviour

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour. Wherever possible we aim to have positive interactions with a child rather than negative interactions. *E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair in order to remind the first child of the correct choice; check the first child has stopped and then praise them for making the correct choice.*

We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences. We also want the children to gain an appreciation of team work and therefore their individual rewards work towards whole class rewards.

Awards cover all aspects of school life, so it is possible for all children to achieve a school award:

- Awarding values, achievement and star of the week certificates, table/group points, house points, Dojo points, Values awards/nominations, certificates and stickers for positive behaviour and achievement in areas across the curriculum and out with school.
- Use of 'Circle Time' to discuss aspects of personal and social development including positive and negative behaviour.
- Nomination of pupils at whole school achievement assembly.
- Discussing whole school behaviour issues at School Council meetings.
- Use of Peer Mediators and Buddies to deal with minor altercations within the school
- Whole school assemblies on moral and social issues through our weekly values assemblies.
- Discussion and implementation of aspects of Citizenship within the classes.
- Staff using praise as a sincere and prompt response to positive behaviour or achievement.
- Setting of personal targets for improving work and/or behaviour.
- Resilient children – Completion of Reflection Log to develop emotional literacy.

Actions to promote appropriate behaviour

- Calm verbal warning and reinforcement of correct course of action by member of teaching or support staff.
- Second verbal warning and a change in seating arrangements within the classroom.
- Reflection time in partner class where Class teacher/ partner class teacher to discuss the reflection log and how to make better choices next time.
- Children requesting 'check out time' to regulate their emotions. This could be removing themselves from the classroom, going to see our onsite learning mentor or going to a calm zone until the child is regulated to learn and/or able to communicate their emotions in a positive way.
- Give children choices to support them with making more positive choices
- Class teacher notifies parent/carer at the end of the day.
- Pupil discussion with a member of the SLT.
- Record of incident logged by a member of SLT on Scholar Pack.
- Sent to Deputy Headteacher/Headteacher.
- Interview requested with parents/ carer (and child if required).
- Individual Targeted Behaviour programme and/or home-school diary set up with support from the SENCO.
- Advice is sought from outside agencies e.g. Behaviour Support Service, Educational Psychologist.

Restorative Approaches

Staff intervention to support the regulation of behaviour is based on children's level of development and understanding. We support a small cohort of children who have SEMH, EAL, or SEND needs that would greatly impact communication. Interventions necessary to help regulate and develop behaviour positively are designed using restorative principles and through restorative approaches. It is our belief that every interaction is an opportunity for learning and that all behaviours are communication of some form.

It is important that all staff recognise that children who have suffered trauma or attachment disruption may not always be able to engage in restorative conversations. When children enter a state of hyper or hypo arousal the brain stem disconnects from the logical, thinking part of the brain. Therefore, it is crucial that adequate time and space is given to those who need it before they can engage reasonably with restorative conversation.

De-escalation

At times, if responses presented by children appear challenging, staff may need to intervene to support that child to implement strategies that can support them back into their window of tolerance. All humans have unique windows of tolerance, these are the 'spaces' within which we are comfortable and feel safe. When we are within our window of tolerance we can learn, love and tolerate the daily stressors of life without anxiety, exhaustion or loss of control.

Like everyone, children's emotions fluctuate, particularly at times of stress and crisis in the height of emotion, they find it difficult to express what is happening verbally or often are unaware themselves what may have triggered their emotional responses. Children up until the age of 10 do not possess the capacity to self-regulate. This is an advanced skill that requires mature cortex development. For this reason, all children must be co-regulated so that they can develop strategies that will support them as they develop, as such time outs and isolation serve no purpose and serves to shame or teach a child that their feelings are wrong and are not tolerable. However, for some children, they may choose space and space away,

not in the form of a formal time out, may be what is needed to support an individual with their regulation. The adult who knows the child and their needs will ask the child and decide in the moment about the best approach to use for regulation.

For children who have suffered any form of trauma, regulation can become an overwhelming challenge and it requires the unconditional support of safe and available adults. Some triggers and sensory overloads are unknown to the children and adults and this may make it more difficult to employ de-escalation strategies.

Outside Class and Playground Positive Behaviour Management

The principles of the 'Stay on Green, Aim for Gold' System will continue outside class and playground contexts.

Outside the Classroom:

- All members of staff will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Warnings and 'consequences' for poor behaviour choice given (following the same colour system).
- If there are yellow or red levels of behaviour, a child will be sent inside to complete a Self-Reflection Log.
- Playground behaviour - all adults must be vigilant to address 'tensions' through restorative conversations before they result in incidences.
- All adults must deal with incidents appropriately following the principles of Stay on Green, Aim for Gold.
- Serious incidents will be referred to the Inclusion Lead (SENCO)/Phase Leaders/Head.
- All significant incidents must be reported to class teacher at the end of each break and lunchtime.

Learning outside the classroom and educational visits

Attending learning opportunities off site. At Hadley Wood we aim to include every pupil in each learning opportunity, both on site and off site. We therefore have high expectations for pupil conduct at all times. If any pupil shows a consistent lack of respect for our school rules and expectations, then this may result in the pupil losing the right to represent the school and/or attend school trips/overnight visits.

This will be at the discretion of the Head teacher. Parents and carers will be kept fully informed of any decisions made and the reasons why this decision has been reached.

Exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will exclude a child for half a day, a whole day or, in exceptional cases, for longer, to maintain the well-being, health and safety of all our community. Only the Headteacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been tried or for extreme behaviour.

On the child's return parents/carers will be required to attend a reintegration meeting with their child and the Headteacher and Phase Leader before the child can re-join their class.

- Exclusion – reference will be made to the Local Authority advice on how to proceed. Pupils are not expected to be seen out in public during a period of exclusion.
- If pupil/parent does not meet the conditions of the school, or fails to return on agreed date, then the Headteacher will involve the Education Welfare Officer.

Types of exclusion employed at Hadley Wood include:

Internal exclusion: where a child is excluded from their own class, but is educated elsewhere in the school.

Half day exclusion: (including lunchtime exclusion) where a pupil is excluded for half of the day or even just lunchtime, which counts as a half day exclusion.

Fixed period exclusion: when a pupil is excluded with the intent that they will return to the school at the end of the exclusion.

Permanent exclusion: where a pupil is taken off the roll of the excluding school and parents are required to find a new educational establishment for them.

Managed move: where the relationship between a family and the school has broken down irretrievably and the school and, where applicable, the Local Authority manage the move to a new school where the child can have a fresh start.

Parents will be notified of any exclusion (whether internal or fixed term) using the relevant Local Authority documentation. All exclusions must be correctly documented and reported to the Enfield admissions team.

Where a pupil has a significant additional need that puts them in breach of our Behaviour Policy advice will be sought from the relevant professional service. This is in accordance with the Equality Act 2010.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Staff Guidance

Children have to learn positive behaviour and, as in all aspects of life, they sometimes have to learn from their mistakes. **Consistency** and **persistence** are the keys to success.

- Establish class rules with your children at the beginning of the year to facilitate discussion of behaviour throughout the year
- Establish and promote a consistent approach that can be used by all staff in your team
- Before taking any action, communicate, clearly and effectively, your intentions to the pupil
- Act rather than react
- Impose appropriate, fair and effective sanctions that are relevant to the misdemeanor – if in doubt seek advice from Phase Leaders
- Promote the 'Hadley Wood' behavioural expectations at all times
- Seek advice and support to prevent a situation from escalating
- Be aware of your pupil's additional needs and the extent to which they can be expected to behave well independently and the areas in which they will need support

Parental Guidance

We work in close partnership with all parents. However, we will not accept rudeness towards staff at school. Should the need arise, the school has the right to:

- In the first instance notify parent/carers with a verbal warning outlining the inappropriate behaviour they have shown towards the staff member
- In the second instance letter will be sent to the parent
- If the situation persists the parent can be banned from entering the school grounds.

The school will work with parents/carers to promote positive behaviour:

- Admission meetings – expectations made clear to parents through home-school agreement, parents' views sought and valued, given opportunity to express concerns before child begins school.
- At the first sign of any concerns, parents invited in for informal meeting and support is offered to both child and parent and a referral to relevant external agencies to provide the necessary support
- Support may take the form of referral to outside agencies, such as community support groups or encouragement to attend parenting classes
- Guidance and advice would be given to enable the parent to deal with behaviour at home – a home school book may be set up to ensure good communication between the parent and teacher
- Parents encouraged to liaise with the appropriate person within school, such as the Learning Mentor, Head Teacher, Deputy Head teacher, Phase Leaders, Inclusion Lead/SENCO and to speak with the Class Teacher on a regular basis
- All members of the school community are expected to respect each other.

For more information, visit:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Incident logs

A variety of different logs are kept in schools. There are logs to record the following:

- Misdemeanors that require more than a simple discussion with the child's own class teacher
- Any incident involving a child, or anyone employed at the school, which results in personal injury
- Theft or damage to property
- Any contact about pupil from outside agencies
- Aspects of bullying or racism

Children will complete a self-reflection log if they reach the yellow or red warning stage. Copies of these will be kept by the Phase Leader and the Inclusion Lead/SENCO.

Incidents of proven bullying and racism are recorded on the 'Anti-bullying and anti-racist' incident form by Phase Leaders, the Inclusion Lead/SENCO or Headteacher and occurrences are reported to Governors and forwarded to the Local Authority. All logs are dated, indicate people involved, relevant information and action taken. A hard copy of the log is held by the Headteacher with serious incidents logged on the Management Information System (Arbor). These are reported to Ofsted in the event of an inspection.

Use of Physical Restraint

It is important to understand that for some children who have experienced trauma or attachment disruption that the use of physical intervention in the form of safe touch can escalate a situation

beyond all control due to the fear and anxiety this will cause. All use of safe touch will be a last resort after all other avenues have been exhausted. This means that a safe touch intervention will only take place once de-escalation strategies have been employed and exhausted.

If a pupil becomes physically aggressive towards another pupil, or member of staff and will not refrain from actions after the staff member has issued a clear verbal warning, or if the pupil is likely to cause physical injury to others or him/herself or damage property, staff may use acceptable level of restraint to part the bodies involved or prevent the pupil from self- injury (see Positive Handling Policy). No further attempts should be used to physically restrain the pupil unless staff have been specifically trained for that purpose (a list of 'Approach' trained staff is available in the office).

The Headteacher should be informed of the incident immediately and parents/carers or outside agencies should be contacted for further support. Any injury to pupils or staff should be recorded and dealt with according to Local Authority Guidelines.

This policy document should be read in conjunction with the policy documents for:

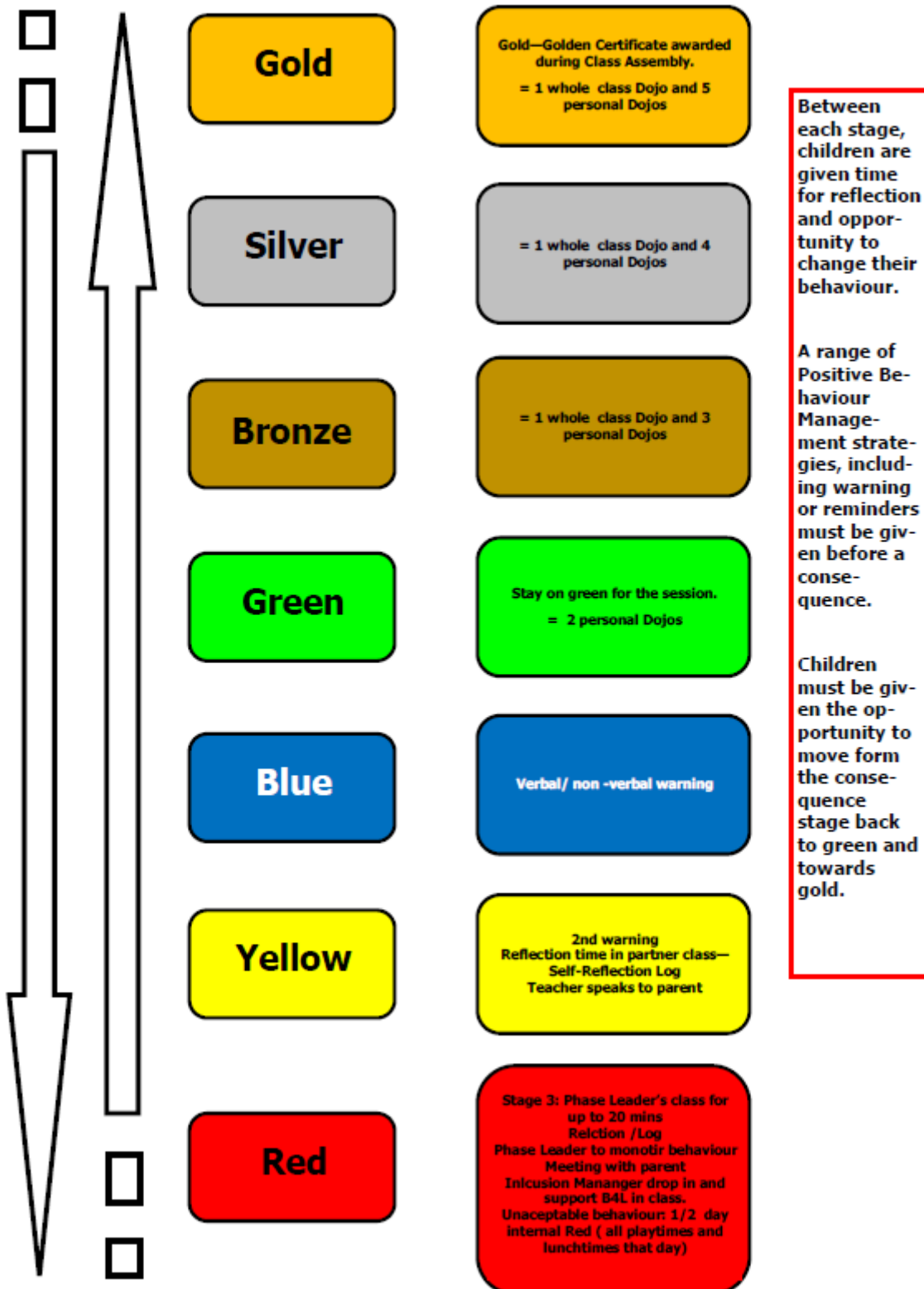
- Equalities
- SEND Information Report
- Learning and Teaching
- Positive Handling
- Health and Safety

Appendix A: Teacher Visual Guide to Stay on Green, Aim for Gold

<u>GOLD</u> Something very impressive that blows you away!	Gold certificate given out during class assembly= 1 whole class Dojo and 5 individual Dojos for the child
<u>SILVER</u> Sustained good effort and attitude over half a day (am/pm)	If there are 3 silvers in class at end of day = 1 whole class Dojo and 4 individual Dojos for the child
<u>BRONZE</u> Something good e.g. piece of work/attitude towards learning and challenges	If there are 5 bronze in class at end of day = 1 whole class Dojo and 3 individual Dojos
<u>GREEN</u> General good behaviour and attitude towards learning	All children end the day on green or above = 2 Dojos each
<u>BLUE</u> Not following basic instructions	Verbal warning given to the child and a reminder of expectations. All children can move back onto green if they change their behaviour.
<u>YELLOW</u> Continuing behaviour that was given a warning from previous stage	Second warning Reflection time in your partner classroom - up to 5 minutes. Self-Reflection Log sheet to be filled in. Class teacher notifies Parent/Carer. Reflection sheet → Phase Leader (Fabienne Burns KS1/ Lyndsey Albon KS2)
<u>RED</u>	Sent to Phase Leader to complete sheet. Form to Inclusion Manager → filed in the Behaviour File, recorded on ScholarPack by a member of SMT. Phase Leader monitors behaviour for rest of week. Class teacher informs Parent/Carer. When back to class - back up to yellow and teacher will look for opportunities to move child towards green.
<u>UNACCEPTABLE BEHAVIOUR</u> Racist language Homophobic language Bullying Insulting someone's gender Insulting someone because of a disability Defacing or damaging any school property	Sent to Fran Worby (Headteacher) Headteacher calls parents - meeting to discuss behaviour. Internal Red (generally in Phase Leader's) of half a day. All playtimes and lunchtimes missed that day – supervised by a member of SMT. Support plan put in place by Inclusion Manager.

Appendix B: **Pupil Visual Guide to Stay on Green, Aim for Gold**

Aim for Gold (Stay on Green) - Visual Guide






Appendix C: **Behaviour Ladder**

Behaviour Ladder

Rewards for Appropriate Behaviour			Poor Choice Consequences		
	GREEN	= General good behaviour and attitude to learning • Teacher praise. • All children end the day on green or above = 2 personal Dojos each	• Verbal warning	Blue	1
:o)	BRONZE	= Something good e.g. piece of work/attitude to piece of learning (replaces stamp) • If there are 5 bronze in class at end of day = 1 whole class Dojo.	• Second warning • Reflection time in partner classroom - up to 5 minutes. Self-Reflection Log filled in. • Class teacher notifies Parent/Carer. • Reflection Log → Phase Leader (filed and recorded in Behaviour File)	Yellow	2
:o) :o)	SILVER	= Sustained good work/good behaviour over half a day (child dependent) • If there are 3 silvers in class at end of day = 1 whole class Dojo.	• Sent to Phase Leader to complete Self-Reflection Log. • Form to Inclusion Manager → filed in the behaviour file, recorded on ScholarPack. • Phase Leader monitors behaviour for rest of week.	Red	3
:o) :o) :o)	GOLD	= Something very impressive that blows you away! • Gold certificate given out in assembly • 1 whole class Dojo.	• Class teacher informs Parent/Carer. • When back to class - back up to yellow and teacher will look for opportunities to move child towards green.		
UNACCEPTABLE BEHAVIOUR ❖ Racist language ❖ Homophobic language ❖ Bullying ❖ Insulting someone's gender ❖ Insulting someone because of a disability ❖ Defacing or damaging any school property			❖ Sent to Head Teacher ❖ Phase Leader/ HT call parents - meeting to discuss behaviour. ❖ Internal Red (generally in Phase Leader's) of half a day. ❖ All playtimes and lunchtimes missed that day – supervised by a member of SLT. ❖ Support work plan put in place by Inclusion Manager.	UNACCEPTABLE BEHAVIOUR	4

Appendix D: **Self Reflection Sheet Key Stage 1**

Name:	Date:		
How were you feeling?			
			
What happened?			
When I made this choice I was not demonstrating?			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Respect <input type="checkbox"/> Kindness <input type="checkbox"/> Sportsmanship </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Honesty <input type="checkbox"/> Responsibility <input type="checkbox"/> Self-control </td> </tr> </table>		<ul style="list-style-type: none"> <input type="checkbox"/> Respect <input type="checkbox"/> Kindness <input type="checkbox"/> Sportsmanship 	<ul style="list-style-type: none"> <input type="checkbox"/> Honesty <input type="checkbox"/> Responsibility <input type="checkbox"/> Self-control
<ul style="list-style-type: none"> <input type="checkbox"/> Respect <input type="checkbox"/> Kindness <input type="checkbox"/> Sportsmanship 	<ul style="list-style-type: none"> <input type="checkbox"/> Honesty <input type="checkbox"/> Responsibility <input type="checkbox"/> Self-control 		
Why was it wrong?			
How I felt after my actions?			
			
Who was affected by my behaviour?			
How are they feeling?			
			
Next time I will...			


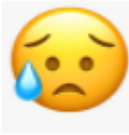








Reflection Log

Name:	Date:
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How were you feeling?

What happened?

When I made this choice I was not demonstrating?

<input type="checkbox"/> Respect	<input type="checkbox"/> Honesty
<input type="checkbox"/> Kindness	<input type="checkbox"/> Responsibility
<input type="checkbox"/> Sportsmanship	<input type="checkbox"/> Self-control

Why was it wrong?

How I felt after my actions?

Who was affected by my behaviour?

How do you think that those affected might feel?

Next time I will...

