



Behaviour Policy

St Joseph's Catholic Academy



"With God, all things are possible!"

Matthew 19:26

Introduction

At St Joseph's Catholic Academy, our primary mission and purpose is to ensure that each and every one of our children achieves their full, God given potential and is the very best that they can be. We want children to understand that, "With God, all things are possible" and to have the skills and attributes to achieve their very best.

We achieve this aim through our curriculum which is driven by a desire to instil:

- Aspiration – a desire to achieve their best
- Resilience – the ability to bounce back when things go wrong
- Compassion – a drive to help others
- Opportunity – making the most of every opportunity offered

Our Behaviour Policy is central to fulfilling our mission and curriculum aims.

This Policy operates in conjunction with the following policies:

- Anti- bullying
- Safeguarding
- Child on Child Abuse
- Equality Statement
- SEND
- Home School Agreement
- Staff Code of Conduct
- Uniform
- Positive Handling
- Online Safety
- PSHE

In reviewing and implementing this policy, pupils, parents and staff have been consulted via a Questionnaire and the guidance contained in the following Department for Education (document has been followed:

[Behaviour in Schools. Advice for Headteachers and school staff](#)

Policy Aims

At St Joseph's Catholic Academy, we have very high standards for all of our pupils in all areas of school life and we expect our pupils to have the same high expectations of themselves. We believe that children will only achieve their full potential in a calm, safe and secure environment which enables them to thrive.

Our aims are:

- To create a safe and secure environment that promotes effective learning and supports the best quality teaching
- To enable children to grow into resilient, compassionate, aspirational individuals who live out their belief that "With God, all things are possible"
- To create a safe and secure environment which supports our Safeguarding Policy
- To promote positive relationships between pupils, staff and our community
- To have the highest possible expectations of each individual (taking into account their prior experiences, understanding, skills and needs)

Our school rules are:

Be Safe

Be Respectful

Be Ready

These rules are displayed centrally in areas of the school and continually referred to by all members of staff regardless of class or role. Children are taught what it means to follow these rules at the start of each academic year. Each term, a whole school or class reminder activity is planned. In addition, all staff continually remind children what they are expected to do in order to follow these rules.

Our teaching of PSHE, through the Jigsaw programme, encourages a mindful approach. Children from the age of Nursery to Year 6, are taught to be aware of their thoughts and feelings as they arise, and children practise how to use interventions such as breathing techniques in every PSHE lesson. Children choose to regulate and manage their thoughts and feelings by using these strategies. Mindful children can more readily choose their responses to situations rather than react emotionally, saving behaviour issues from happening, helping concentration and lessening stress and anxiety. This contributes to positive learning behaviours in the children at St. Joseph's, and gives them the tools to manage emotions in a healthy way at other times of the school day.

Where children's emotions are making it difficult for them to follow rules and routines, adults will model appropriate emotional regulation strategies through emotion coaching. Emotion coaching is our first response to children experiencing difficulties. In Nursery, the programme Stop, Think, Do is used as a whole class teaching programme to equip children with the skills that they need to follow our school rules and routines. In addition, Stop, Think, Do is also used as a small group or 1:1 intervention when children are struggling with emotional regulation and quality first teaching does not provide enough support. Our whole school routines (Appendix One) give further guidance on how to follow these rules.

Roles and Responsibilities

The Principal will:

- Implement the behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy
- Support staff when dealing with challenging behaviour and the law
- Be a positive role model
- Ensure the health and safety and welfare of all children (following government/ public health guidance in the event of infection outbreaks)
- Praise and encourage positive behaviour including rewards and Success Assemblies
- Ensure the promotion of the school rules in and around school
- Ensure appropriate use of sanctions
- Work closely with parents /carers of children displaying challenging behaviours

All staff will:

- Develop positive relationships with all children and acknowledge that these relationships are crucial in behaviour management
- Plan and deliver effective lessons taking account of children's starting points
- Provide a calm environment to enable all pupils to learn
- Promote the three school rules in and around school
- Reward and praise positive behaviour following the procedures set out in Appendix Two
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Ensure new pupils arriving are supported with understanding the behaviour systems, rules and routines, regardless of the class or time of year that they arrive
- Be a positive role model
- Engage proactively with training and take responsibility for own professional development
- Follow the staff Code of Conduct
- Follow the behaviour policy consistently
- Sanction children as necessary following the procedures set out in Appendix 3
- Use emotion coaching as the first and primary method of supporting children showing negative behaviour
- Record negative behaviour using CPOMS
- Inform parents/carers about the welfare and behaviour of their children on the same day, ideally face to face but by telephone if necessary
- Work in partnership with the Senior Leadership Team to ensure that all agreed strategies and actions are carried out including the use of individual Behaviour plans or Pupil Passports.
- Ensure that children facing difficulties following the school rules and whole school routines are appropriately supported

Lunch Time staff will:

- Build positive relationships with pupils, acknowledging that these relationships are crucial for behaviour management
- Follow the routines, rewards and sanctions set out in Appendices 1, 2 and 3 consistently

- Notify the class teacher of any pupil who has lost golden minutes at lunch time so this can be recorded
- Send a child in to the Senior Leader on duty in the dining room or send a message with another child if a child's behaviour requires a red card or is at risk of doing so

The Senior Leadership Team will:

- Support all staff in dealing with challenging behaviour
- Review behaviour records monthly (at the last meeting of the month) and ensure that appropriate support / intervention and targets are provided to children causing concern
- Plan the day to day life of the school to promote a calm and orderly environment as far as is practically possible
- Ensure that staff who are frequently dealing with challenging behaviour receive appropriate support and training
- Seek support from outside agencies and professionals as required

The SENCO will:

- Support staff to ensure that appropriate reasonable adjustments are made for pupils with SEND
- Ensure that recommendations from outside agencies are included in Pupil Passports and reflected in the reasonable adjustments made to behaviour expectations
- Ensure that all staff working with SEMH pupils have the appropriate training to manage their needs effectively

Children will:

- Follow the school rules
- Be responsible for their own actions and their impact on others.
- Learn to work cooperatively
- Accept sanctions and be willing to be reflective to change behaviours

The Academy Committee will:

- Approve the Behaviour Policy
- Carry out its statutory duty relating to exclusions and disciplinary issues
- Review the effectiveness of the Behaviour Policy with the Principal

Parents and carers are asked to:

- Talk to their children about the school rules to help them to understand what is expected at school
- Remind their child of the importance of following the school rules
- Raise any concerns about behaviour with their child's class teacher in the first instance, politely and constructively
- Support their child to accept any consequence given and reflect on their behaviour in order to make positive changes

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child's behaviour is causing a concern in school, parents will be informed by the class teacher at the earliest opportunity. Appropriate action will be taken to support the child and this will be reviewed by the class

teacher and parents. The Behaviour Policy is shared with Parents/Carers in writing annually and is available on the school website. The Behaviour Policy is summarised in the Home School Agreement and parents are asked to sign to indicate their agreement.

Golden Time

Following a trial of Golden Time and consultation with parents, pupils and staff, Golden Time now forms a significant part of our reward system KS1 and KS2. Each child begins each week with 30 minutes of Golden Time and can lose minutes for poor behaviour (see appendix 3). Golden Time takes place each Friday. Children who have lost golden minutes, sit out of Golden Time until their minutes have passed and then join in. It is recognised that children in Y1 and children with additional needs may struggle with the wait until Friday for the consequence of lost minutes. Relevant staff may make adjustments as appropriate but Golden Time is an integral part of our Behaviour Policy and must consistently take place each Friday in all classes.

In KS1, Golden Time takes place in individual classes. Each Monday morning, the class will take suggestions for the Golden Time activity and vote so that children can be reminded through the week what they are working towards. If more than one staff member is available a choice of activities can be offered.

In KS2, classes mix to offer a greater choice of activities. The Assistant Principal is responsible for writing a list of activities for the half term, based on the children's wishes and for circulating a list of activities each Monday morning. The golden time activities on offer are changed half termly and children sign up weekly to an activity of their choice so that staffing can be organised. At 11.35am each Friday, a bell will ring. Children move to the venue of the activity that they have chosen and wait for the bell to ring at 11.40 to signal the start of Golden Time. Children who have lost golden minutes go into the Y6 classroom where they will be supervised by the Principal or Assistant Principal. Children who have lost less than 10 minutes will write out the school rules and children who have lost more than 10 minutes will complete a reflection activity. The aim of both activities is to help children to keep more of their golden minutes the following week.

When children are consistently losing more than 10 minutes of Golden Time each week, the class teacher and Principal will set the child a target for improvement and inform parents. If no improvement is seen after target setting, it may be appropriate for the child to earn rather than lose golden minutes. This will be in a minority of cases only and is at the discretion of the class teacher who will first discuss with the Principal and then advise parents.

Early Years

At St Joseph's Catholic Academy, we acknowledge that children come to school with very varied past experiences. Their ability to self regulate, concentrate, share with others and follow experiences is very varied. Children will learn these essential skills when they are developmentally ready and when provided with consistent expectations, routines, boundaries and nurturing support from trusted adults.

For rewards and sanctions to be meaningful for young children, they must be immediate and so are, in some cases, different to KS1 and KS2.

Rewards:

All rewards listed in Appendix 2 are used in Early Years with the exception of golden time and the half termly treat linked to golden minutes. It is expected that praise stickers and stamps will be the main forms of reward in Early Years. In addition, children will be awarded stars which are placed on sticker charts in the classroom. Children in Early Years are in house teams and earn points for their house team. These are recorded as counters in a jar to ensure they are meaningful and understood by the children.

Sanctions:

The sanctions listed in Appendix 3 are not used in Early Years. Sanctions are as follows:

- Verbal warning/ reminder given by an adult. This step is bypassed in the event that a child deliberately hurts another
- Child sits on a thinking spot in a suitable place (on the floor or on a chair) for a short time to reflect. An adult reminds the child of school rules and the child rejoins the class for a fresh start
- If a child needs to sit on the thinking spot 3 or more times in one day, they are sent to an adult in the opposite classroom for a reflection conversation. Parents are informed at the end of the day in person or by telephone if they are not available in person
- If a child continues with the negative behaviour after a reflection conversation with an adult from the opposite room, they are sent to Mrs Hamilton or Mrs Cox. Parents are telephoned and invited into school for a face to face meeting. Causes of the behaviour are established, a plan put in place to support the child and a target set

Staff development and support

St Joseph's Catholic Academy acknowledges that staff skills are a significant contributing factor to the promotion of appropriate behaviour in school. Our Behaviour Policy is written and reviewed annually in conjunction with all members of staff in all roles. Our behaviour culture, school rules and Behaviour Policy are included in the induction of all new staff members. All staff receive training in an aspect of behaviour management at least annually and often more frequently. Where staff are supporting pupils with a specific behaviour need, they receive additional training from an appropriately skilled professional.

St Joseph's Catholic Academy recognises the impact that challenging behaviour can have on staff wellbeing. Staff have open, supportive relationships with each other and the Principal has an open door policy. Requests for additional support will always be listened to and acted on if appropriate and practical. Staff are frequently signposted to the Care First support service.

SEND and Reasonable Adjustments

Children who have been identified as having a Special Educational Need or Disability which impairs their ability to follow the school rules and whole school routines will be placed on our Register of Special Educational Needs and Disabilities and given a Pupil Passport which details the support, interventions and targets which are appropriate for their needs. The Pupil Passport will be written by the classroom staff in conjunction with the pupil, parents and SENCO if appropriate. A graduated approach will be used, along with the Assess, Plan, Do, Review cycle. The SENCO will ensure that Pupil Passports and Individual Behaviour plans for all children, including those with an Educational Health and Care Plan (EHCP), are reviewed by teachers with parental and pupil involvement and any outside agencies are fully involved as necessary. A range of interventions are used to support children with Social, Emotional

and Mental Health difficulties. The aim of this support is to support the pupil to make progress from their starting point, taking account of their difficulties. In some cases, an individual Behaviour Plan may be used to ensure a consistent approach to complex behaviour.

St Joseph's Catholic Academy is committed to having high expectations of all pupils but this does not always mean having the same expectations of all pupils. As an inclusive school, all pupils', staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being at a disadvantage. Consequently our approach may be adjusted to cater for the needs of the pupil, with preventative measures put in place where needed. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.⁷ Staff will take into account any contributing factors that are identified e.g. bereavement, abuse, neglect, mental health need, bullying, SEND, criminal exploitation, significant challenges at home. Mitigating circumstances will always be considered in order that sanctions are fair and proportionate according to the needs of the individual. However, St Joseph's Catholic Academy takes seriously its responsibility to provide a safe, calm learning environment for all pupils. Where there are concerns, early contact with the LA about behavioural issues would be appropriate and an emergency review of the plan may be needed. See SENCO Information Report for further information.

Suspensions and Permanent Exclusions

In exceptional circumstances, where a child is not responding to the additional support offered and escalated sanctions and all appropriate advice has been sought from relevant professionals, then a suspension may be enforced. However, a single incident of such severity that the health and safety of pupils or staff is at risk, may also generate an immediate suspension. In exceptional circumstances where multiple suspensions have been issued or a single act of behaviour is of the severest nature then a permanent exclusion would be considered by the Principal, seeking advice from the Local Authority Inclusion team. Where a child is at risk of permanent exclusion, the school will work with all stakeholders to seek to minimise this risk.

Bullying (See separate anti-bullying policy)

St Joseph's Catholic Academy defines bullying as negative behaviour towards a pupil or pupil(s) by another when:

- The behaviour is deliberate
- The behaviour is ongoing (not a one off incident)
- There is a power difference

St Joseph's Catholic Academy does not tolerate bullying and any issues of bullying are dealt with in accordance with our Anti Bullying Policy.

Harmful Sexual Behaviour, Sexual abuse and Child on child abuse

St Joseph's Catholic Academy prohibits all forms of sexual abuse and discrimination, including sexual harassment, child on child abuse, gender-based bullying and sexual violence. The school's procedures for handling such abuse are clearly detailed in the school Safeguarding and Child Protection policy and further information is available in Part 5 of KCSIE 2023. Where any incidents of this nature are identified these should always be reported to the Principal or Assistant Principal and recorded on our CPOMS system. Parents of both alleged perpetrator and victim would be informed and depending on age, context and circumstance, relevant agencies would be contacted to access support

or where relevant social services and the police. It may also be necessary to put in place protective measures following a thorough risk assessment to ensure the safety of all pupils.

Use of Reasonable Force and Physical touch

In order to maintain the safety and welfare of our pupils and staff, it may occasionally be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted, by staff in line with our Positive Handling Policy; taking into account children with SEND and the bespoke needs of vulnerable pupils. Staff involved must complete a record of the incident and upload to CPOMS (see Positive Handling Policy). All adults in school have the power to physically intervene to control or restrain a pupil, if in their professional judgement this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

Confiscation of Inappropriate Items

To comply with the law, St Joseph's Catholic Academy follows the DFE guidance:

“Searching, screening and confiscation Advice for schools July 2023”

The law allows school staff to confiscate, retain or dispose of pupils' property as a punishment, provided it is reasonable in the circumstances. The most common use of this is where a child is distracted from their learning by fiddling with an item belonging to them which staff will usually remove and return to the child at the end of the day. However, in the exceptional circumstance that a child brings prohibited items to school, staff have a statutory power to search and to confiscate such items. Staff are able to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. All searches will be safe, proportionate and appropriate, taking into account the guidance from Keeping Children Safe in Education 2022, and will be overseen by the Principal or Assistant Principal or the Designated Safeguarding Lead where possible.

Prohibited items listed in law are as follows:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers ,
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage to property of; any person (including the pupil)
- any item banned by the school rules which has been identified by the school as an item that may be searched for.

Banned items include:

- Electronic devices (unless by prior permission)
- e-cigarettes
- vapes
- aerosols

- energy drinks
- lighters
- legal highs/psychoactive substances

Behaviour outside of school premises

St Joseph's Catholic Academy has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. When pupils are taking part in school led, off site activities both during and outside of the usual school day, the same rules, rewards and sanctions are applied in addition to any rules, rewards or sanctions specific to the activity.

In response to non-criminal poor behaviour and bullying which occurs outside of school led activities (including online) and which is witnessed by a staff member or reported to the school, the Principal will consider whether sanctions are appropriate, in line with Appendix 3. St Joseph's Catholic Academy may sanction pupils for poor behaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Appendix One: Whole School Routines

Our school rules are:

Be Ready

Be Respectful

Be Safe

In order to support all of our children to follow these rules, the following whole school routines are consistently followed by all pupils and staff:

Occasion	Routine
Arrival at school at the start of the day	• The adult on the entry door to greet the child by name • The child to respond to the adult's greeting • Walk to the cloakroom quietly • Hang up belongings quickly and quietly • Walk quietly to the classroom
Arrival in the classroom at the start of the day	• Collect attendance raffle ticket, write on name and place in the box quietly • Sit down at table place • Write the date and title for the first lesson neatly, close book and place in the middle of the table • Complete morning activity • It is expected that this will be done silently or very calmly and quietly depending on the age of the children
Speaking to any pupil or member of staff anywhere in school	• S We speak in sentences • H We have our hands away from our mouths • A We articulate our words • P We project our voices • E We make eye contact
Speaking to any member of staff	• We say Sir or Miss • We say Thank You • We say Excuse Me • We say Please • We Smile We use the above to speak to every single staff member, regardless of role
Moving around school as a class/ group during lesson time e.g. to the library or another learning space	• Line up in silence by the classroom door in a single file line when directed by a member of staff • A member of staff to lead the line modelling silence and sensible walking • The leading member of staff to pause periodically to ensure that the class stay together • Children to walk in a single file, silent line (or very quiet for younger children)
Entering assembly / hymn practice	• Line up in silence <u>with hands joined</u> by the classroom door in a single file line when directed by a member of staff • A member of staff to lead the line modelling silence, <u>joined hands</u> and sensible walking

	• The leading member of staff to pause periodically to ensure that the class stay together • Children to walk in a single file, silent line keeping their hands joined at all times • A member of staff to lead the line into the hall and lead the first child to their place followed by all remaining children • The whole class to remain standing until the whole class is ready and invited to be seated by the leading adult • Children to remain silent with their hands joined until assembly begins unless they choose to sing the hymn playing • All staff to remain silent with their hands joined at all times unless they choose to sing the hymn playing
Leaving assembly/ hymn practice	• The assembly leader to ensure that all children are silent with their hands joined before inviting a class at a time to stand • The class teacher or TA to ensure that all children are standing with their hands joined, silently facing the direction they are leaving before leading their class out of the hall • A member of staff to lead the class back to the classroom, ensuring that they walk in a silent, single file line with their hands joined • On entering the classroom, children to stand behind their place in silence with their hands joined until all children are ready and the teacher asks them to be seated
Going out to break time/ lunch time	• Tidy away as directed by the teacher • Stand behind chair in silence and wait to be dismissed • Say the lunch time prayer if lunch time • Collect coats/ snacks from the cloakroom quickly and quietly as prompted by the Prefects • Use the toilet if necessary quietly • Walk down the corridor as prompted by the Prefects • The member of staff on duty to be outside as soon as the bell rings • If this is not possible, children to wait in a silent, single file line outside Y6 supervised by their own class teacher
Coming in from break time/ lunch time	• Bell rings to signify the end of break time/ lunch time • When the bell goes, children freeze where they are • Staff on duty on the tennis courts will take the bell from outside Y6 so that it can be clearly heard • Balls and all other equipment are held still in hands immediately. • Children stop talking immediately. • 1 member of staff sends the children in a house team at a time. Children walk towards the school building from where they froze in a silent, single file line • On the tennis courts, one member of staff stands half way up the ramp so that children can be seen at all time • On the KS2 yard, one member of staff stands on the door into school so that children can be seen at all times • Playground Leaders to put equipment away • Children hang up their coat quickly and quietly • Class teacher or TA to be waiting at the classroom door to supervise children's entry

	• Children silently walk into the classroom and stand silently behind their chair • Say the after lunch prayer if after lunch • Children to sit down when directed by the class teacher/ TA • Children to write their date and title, close their book and place it in the middle of their table • Children to wait silently for the lesson to start/ afternoon register to be taken
Entering the Dining Room	• The whole class to line up in the corridor in a quiet, single file line, waiting while children having a packed lunch collect their lunch box • The whole class to be led by an adult into the dining room in a quiet, single file line • The class is met by the adult on duty in the dining room and reminded to sit in their agreed place quietly
Leaving the Dining Room	• The adult on duty in the dining room checks that everyone at the table has finished, the table is tidy and the floor is tidy • The whole table is dismissed • Children walk quietly in a single file line to the bottom of the dining room and clear their plates quickly and quietly • Children walk around the Prayer Garden and back to their playground
Home time	• When directed by the teacher, tidy away quickly and quietly and stand behind chair in silence • Collect coat and bag quickly and quietly from the cloakroom when directed • 1 member of staff to supervise the cloakroom (from the classroom door if only 1 member of staff available) • Return to place and stand in silence with hands joined • Say the end of the day prayer • EYFS/ KS1 remain standing quietly behind place (sitting on the carpet) until called to the door by a member of staff • KS2 make a silent, single file line by the door when directed by the teacher • Class teacher to lead the quiet, single file line out to the playground, stopping at intervals to ensure the class remain together and quiet

Appendix Two: Praise and Rewards

Praise / Reward	Information
Verbal acknowledgement Stickers Stamps	Main and most meaningful form of praise Given by all members of staff in all context Given for a specific positive e.g. quiet walking not well done or good boy
Individual class systems for immediate praise	Optional and at class teachers discretion Must be understood by all pupils and class staff and used consistently to supplement whole school systems if used
Dojo points	Awarded immediately to individual children who are noticed demonstrating our school rules (Be ready, Be respectful, Be safe and our curriculum drivers Aspiration, resilience, opportunity, compassion) In Early Years, the child with the most dojos at the end of each week will receive an in class reward. Dojos are reset weekly. In Y1 – Y6, certificates are awarded to children each time they reach a multiple of 100 dojos. Their names are added to the Communicator. The number of dojos is not publicly stated. Parents will receive a notification each time their child is awarded a dojo and so it is important that dojos are awarded equitably and consistently. It is expected that ALL children will be awarded some dojos each week. The maximum number of dojos that can be awarded is 500 NB – Dojo is used ONLY to notify parents of points. It is NOT used as a communication tool and the messaging service must not be used under any circumstances
Visit to the Principal	Used sparingly but regularly in class (suggested once per week) to praise a specific achievement or improvement which requires immediate praise. A special sticker will be awarded and a copy of any work displayed on the Principal's SJ Super Stars Board
Praise pads	Used sparingly in class (suggested once or twice per week) to praise a specific achievement or improvement which requires immediate praise and feedback to parents rather than waiting for Success Assembly
Golden Time	Each child in each class begins the week with 30 golden minutes. Each Friday, all children enjoy Golden Time for as many minutes as they have kept as a reward for following school rules See above adjustment for some children to earn golden minutes
Sticker chart	Used in Y1 and Y2 for immediate praise for following school rules, completing homework well etc. Once a sticker chart is completed, this is celebrated in Success Assembly and the sticker chart sent home to parents
Presentation Award, Virtues Award, Wow Award	Each award presented weekly in Success Assembly. The class teacher explains to the whole school why the child has been chosen. Parents invited to see their child be presented with their award. It is expected that all children will receive each award at least once each academic year; however there is no requirement to give the Virtues Award if it is not deserved
Housepoints	Housepoints are dojo points.

	Each Thursday afternoon, the House Captains visit each class to work out how many dojos have been awarded in their house that week. The winning team for the week is announced in Success Assembly each Friday. On the penultimate Friday of each half term, the house team with the most dojos that half term is announced and a non uniform day is arranged for that house for the following week.
SUPERCLASS	A whole class reward. Each KS1 and KS2 class displays the letters "SUPERCLASS". Staff turn a letter when they feel that the whole class has earned it. When all of the letters are turned, the whole class enjoys a treat such as a class party, film or games afternoon. Letters must be given genuinely and authentically and time made for the treat when it is earned (rather than waiting for an end of term treat)
A golden ticket to choose from a menu of rewards chosen by the School Council in consultation with the rest of the class	At the end of a half term, for children who don't lose more than 5 golden minutes that half term
Principal's letter posted home	At the end of each half term, for 2 children per class recognised by their teacher for consistent good behaviour

Appendix Three: Consequences and Sanctions

Behaviour	Consequences	Reporting and Recording
Calling out in class, talking during teacher instructions, off task during working time	Instant loss of golden minute (Y2 – Y6 and only when expectations are clear and appropriate)	Golden minutes sheet Golden minutes sheets kept and reviewed monthly by SLT
Loss of 10 or more golden minutes	Reflection activity completed during lost golden minutes	Class teacher records on CPOMS
Repeated, consistent, low level disruption following the loss of golden minutes	Removal to continue learning in another classroom for one session	Class teacher to notify parents and record on CPOMS
Repeated, consistent loss of more than 10 golden minutes each week	Class teacher and Principal to set a target for improvement to be monitored weekly Child earns rather than loses golden minutes if no improvement seen	Class teacher to notify parents Class teacher to notify parents
Unkind behaviour towards another pupil	Restorative conversation Possible loss of golden minutes/ red cards depending on severity and frequency	In line with the consequence given
Repeated, consistent, low level disruption following removal to another classroom Leaving the classroom without permission Swearing (words, gestures, words known to be a substitute for swear words) Deliberately hurting another child Deliberate disobedience	Red card resulting in: 15 minutes of the next break or lunch time lost. Children with known concentration/ regulation difficulties will be given a movement break or active time separate to peers Reflection activity completed during this time	Per half term: 1 red card Principal discusses behaviour with the pupil. Teacher notifies parent and records on CPOMS including ABC 2 red cards Parents and pupil requested by phone to meet the Principal within 48 hours. Teacher records on CPOMS including ABC 3 red cards Child excluded from their classroom and continues their learning in another classroom for ½ day or breaks/ lunches for 1 week. Teacher notifies parent and records on CPOMS including ABC 4 red cards Child excluded from their class/ breaks/lunch times and works in isolation supervised by a member of SLT for 1 full day. Principal notifies parents and teacher records on CPOMS including ABC More than 4 Child excluded from their class and works in another school or alternative provision e.g. Inspire

		for a period determined by the Principal
Racist comment (direct or indirect)	Half day internal exclusion in another class	Class teacher to record on CPOMS Principal to notify parents Principal to complete a racist incident form and share with governors and directors
Serious, deliberate harm to another child or adult or property Unsafe behaviour which places children/ staff at risk Persistent disruption to the learning of others despite intervention and support	Fixed Term Suspension. Child continues their learning at home Fixed term period spent learning in another school or Inspire	Principal notifies parents, governors, Directors and Local Authority Plans for reintegration made
Serious, deliberate harm to another child or adult or property Unsafe behaviour which places children/ staff at risk Persistent disruption to the learning of others despite intervention and support	Permanent exclusion	Principal notifies parents, governors, Directors and Local Authority