



Kilnhurst St Thomas' C of E Primary Academy

Behaviour Policy and Statement of Behaviour Principles.

Date of Policy September 2025

Date of Policy Review September 2026 (or sooner if required)



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ACADEMIES
TRUST

Aims

This policy has been developed to ensure that it contributes to the fulfilment of the school aims.

At Kilnhurst St Thomas' Primary Academy, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through emotion coaching and being attachment aware, we focus on building positive relationships between children and staff and children with their peers. Underpinning this policy is the belief that everyone can learn to self-manage and self-regulate their own emotions and behaviour.

Aims of the policy

- To create a safe and caring environment in which effective learning can take place and which encourages and reinforces good behaviour in line with Christian values,
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- Use a consistent and calm approach,
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
- To encourage the involvement of both home and school in the implementation of this policy.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

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

- o [Behaviour in schools: advice for headteachers and school staff 2024](#)
- o [Searching, screening and confiscation: advice for schools 2023](#)
- o [The Equality Act 2010](#)
- o [Keeping Children Safe in Education 2025](#)
- o [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- o [Use of reasonable force in schools](#)
- o [Supporting pupils with medical conditions at school](#)

- o [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- o Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- o Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

In addition, this policy is based on:

- o [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Other policies and documents which should be read in conjunction with this policy are:

- Attendance
- [Understanding attachment and trauma](#)
- DfE guidance for mental health and behaviour
- Safeguarding
- SEND
- Staff Code of Conduct
- Anti-bullying policy
- Equality policy
- CPOMs Policy – How to record incidents.

Policy Scope

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

Our Vision

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit.

Every child deserves a champion—someone who will never give up on them.

At St Thomas', we believe in you. We want you to achieve all the goals you set for yourself—and more.

We will always encourage you to “Be the best you can be” in every way.

School Behaviour Curriculum (Expectations)

The Behaviour Bees are a whole school approach to creating a culture that promotes excellent behaviour.



Be kind •I am a good friend. •I am helpful. •I am thoughtful. •I am patient. •I am understanding.



Be truthful •I am responsible for my own actions. •I am honest •I own up to my mistakes. •I am trustworthy •I am fair



Be respectful •I listen when others are talking. •I can accept other people's differences and opinions. •I am polite and use my manners. •I keep school tidy and look after my equipment and books. •I show I care for my class by not disturbing their learning.



Be courageous •I am brave to make mistakes and learn from them every single day. •I am resilient and want to be the best version of me. •I can persevere and stick at it even when it is difficult. •I take responsibility for my own successes and challenges. •I can say "no" when others want me to do something I know is wrong.



Be hardworking •I do my best. •I take pride and care in my work. •I give 100% effort •I am motivated •I am enthusiastic

These are taught explicitly to the children through collective worship, class worship, through PSHE and within the curriculum.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Roles and responsibilities

Maintaining/modelling and teaching good behaviour is the responsibility of all staff, local school board and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

Staff support behaviour regulation by:

- Greeting children by name.
- Ensuring expectations, boundaries, rules and routines are consistent and clear.
- Building high quality relationships with children and parents
- Reflecting with parents, carers and other professionals so that they are well informed and understand children's individual needs
- Maintaining a calm and purposeful environment.
- Challenging pupils to meet the school's expectation

- Liaising with other members of staff (cover supervisors, SMSAs) regarding individuals where needed.
- Recording behaviour incidents promptly on CPOMs
- Taking a curious and holistic stance when trying to make sense of behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

Middle leaders support behaviour regulation by:

- Greeting children by name when they see them around school
- Being a 'change of adult'
- Having high expectations of all adults and children
- Supporting members of staff in talking to parents
- Maintaining a calm manner

Senior leaders support behaviour regulation by:

- Greeting parents and children at the gate/door each morning
- Promoting a safe, courageous and shame free environment
- Having high expectations of all adults and children
- Providing training where needed
- Providing supervision for staff where needed
- Supporting members of staff in talking to parents
- Communicating with parents
- Maintaining a calm manner

Local school board support behaviour regulation by:

- Establishing the policy
- Ensuring the effectiveness of the policy.

Parents support behaviour regulation by:

- Get to know the school's policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour regulation policy
- Inform the school of any changes in circumstances that may affect their child.
- Discuss any concerns with the class teacher promptly
- Take part in any pastoral work to support children's behaviour regulation, eg attending reviews of specific behaviour interventions
- Take part in the life of the school and its culture

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The pastoral support that is available to them to help them in the regulation of their behaviour

➤ Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

Classroom management

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

They will:

- Display the school behaviour curriculum
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Ensuring that the classroom is safe, courageous and shame free
- Ensuring a high standard of first quality teaching
- Ensuring interventions, specific behaviour targets and strategies are personalised, well informed and planned for in a timely manner
- 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

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Please see **Appendix 1 for Rewards** (opportunities for affirmation)

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including where appropriate the use of pre-arranged scripts and phrases, to help prevent further behaviour issues arising. Staff are trained to use emotion coaching techniques to help children to self-regulate and to encourage children to reflect.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Where possible, consequences are natural and always restorative. We believe that pupils should be given the opportunity to repair relationships.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

Progression of Consequence (School uses a 3-step procedure)

1. Quiet reminder to make the right choice
2. Warning with thinking time
3. Consequence (See **Appendix 2** for further information)

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour.

The principles upon which consequences are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focussed upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- involving the parents when appropriate

We understand that some children need a bespoke positive behaviour plan/ risk assessment, which may include appropriate rewards to reinforce behaviour. These are completed in collaboration with the parents and child so that there is a shared understanding.

Behaviour Hives

We use a behaviour ladder in every class.

Behaviour Chambers



- Every hive is made of chambers. These are our school's behaviour chambers. Children's name or a number that is on a chamber. T



- Green Hive – Worker Bee. Every child starts in this chamber. Children who follow our hive rules will stay in this chamber.
- Gold Hive – Royal Bee. Children are expected to follow the behaviour bees but a child may have consistently shown going over and above for the full day, these children can be promoted to gold.
- The Line between – children who have made a poor choice not following the Hive Rules will be placed on the line as a “Think about it”
- Red Hive – children who continue to make a poor choice will move to the red chamber and will have a consequence. **This is to be recorded on CPOMs.**

Children are able to move up a chamber as soon as they make the right behaviour choice

Behaviour Procedures

To ensure consistency (including classrooms, hall/ dining hall/playground etc) the school uses a “Team Stop – Hand Up!” approach.

The member of staff raises their hand, and all the children raise their hand to know it time to listen, stop talking, or moving around. The staff member may say the words “Team Stop” to get attention. This may be used more than one time, if the class are still not all focussed on the staff member.

Playground Behaviour Procedures

The same approach to responding to good and misbehaviour applies on the playground too. (See appendix 1 and 2)

Lunch times

The school expects children to follow the Behaviour Bees during lunchtime, both in the dining hall and outside. Clear expectations for each Bee are displayed in the dining area, and lunchtime staff consistently use this terminology when rewarding positive behaviour or reminding children of the rules.

Staff Training

All staff receive ongoing training in school and through continuous professional development about the use of positive behaviour strategies, trauma informed practice, and policies are developed using DfE guidance and the advice of professionals from both the Local Authority and beyond.

Most staff are trained in the use of positive handling techniques. This is currently done through the 'Team Teach' model every three years.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork.
- Poor attitude.

A serious incident 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. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

(Please see the Anti-bullying policy to see how we deal with bullying)

Bullying is defined as the repetitive, intentional harming of 1 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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Mobile phones

Children are not allowed mobile phones on site. However, we are aware that some children in KS2 children walk home alone and therefore they can bring their phones into school but must switch them off and hand them into the class teacher when they arrive at school.

School does not accept any liability for any mobile phone that may be lost or damaged whilst on the school premises.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

➤ Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation and Searches

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School, or by the Head of School themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Exec headteacher, Head of School, Assistant headteacher or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of any prohibited item, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the designated safeguarding leaders to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in this policy.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or drawer desks. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

➤ Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
 - If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether

any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Off-site misbehaviour

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 visits)

- 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
- 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 a staff member (e.g. on a school-organised trip).

Online incidents

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the SLT (primarily the Exec Headteacher/ Head of School) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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.

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 for more information.

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 consider whether to 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 consider whether to 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 (LADO), 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.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Exclusions Policy for more information.

Responding to misbehaviour from pupils with SEND

(Please see the SEND policy and offer for detailed information)

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
 - If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism

- Use of sensory zones where pupils can regulate their emotions during a moment of sensory overload
- Use of 'hand of options' to facilitate time out for a child.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Appendix 1- Rewards (opportunities for affirmation)

- o Verbal praise
- o Class Stickers/ Praise Pads/ Stamps
- o Dojo Points (10 Dojo points – Class Nectar box, 15 Golden Bee)
- o Communicating praise to parents/carers via a phone call or written correspondence
- o Celebration Assembly certificates, prizes, special mentions (parents invited/ children are mentioned in school newsletter).
- o Position of responsibility:
 - Classroom responsibilities (e.g. register helpers)
 - School responsibilities (e.g. library monitors, lunch time leaders, school prefects, assembly set-up team)
 - School Ambassadors (eg Meet and Greet special guests)
- o Class based acknowledgement eg learner chair, lanyard, crown,
- o Be Golden Time
- o Head teacher award
- o Nectar Points – half termly reward with Head of School
- o Hot chocolate with Head of School.
- o Whole-class or year group rewards (eg extra break).

- o Dip box

Appendix 2- Sanctions and Consequences

To promote consistency with all members of staff the following guidelines have been drawn up.

Behaviour rule broken	Low level	Medium level	Serious
Be Kind	- Excluding others - Arguments between pupils - Unkind comments to another child - Relational conflict	- Perceived Bullying - Repeated arguments - Verbal aggression towards another pupil - Non-aggressive physical contact (pushing, barging, poking)	- Bullying* - Biting - Aggressive (violent) physical contact (kicking, punching, fighting) - Verbal abuse/ threatening behaviour against adult
Be Respectful	Low-level disruption in class	Disruption which affects other pupils	Disruption which stops learning taking place (e.g.

	• Shouting out • Low-level damage to property (e.g. writing on desk, breaking equipment) • Sexual behaviour/ comments (green on the traffic light)	• Repeated damage to school property • Sexual behaviour/ comments (amber on the traffic light) • Rudeness to staff • Graffiti • Swearing/ inappropriate language	screaming, running around) • Theft • Verbal aggression towards adults • Sexual behaviour/ comments made towards another child or staff (red on traffic lights) • Anything related to inequality* (Racist/ disability, sexual orientation) • Vandalism • Raising of fire alarms falsely • Possession of an offensive weapon / prohibited item.
Be Truthful	• Lying • Blaming others for mistakes	• Repeated lying • Repeatedly blaming others for mistakes. • Not taking responsibility of own actions • False accusations against children	• False accusations against staff
Be Hardworking	• Non-compliance • Inappropriate online searches • Refusal to complete work	• Persistent non-compliance in class • Persistent refusal to complete work • Repeated inappropriate online searches	
Be Courageous	• Refusal to follow instructions. • Being led by others to misbehave.	• Persistent refusal • Bullying – being an Active bystander	•

Bullying			• Verbal • Physical • Cyber • Racist • Sexual • homophobic, biphobic and transphobic bullying • bullying related to disability
Consequence / action	• Behaviour chambers/ lose Be Golden time. • Stay in a break/ lunch to complete work • Emotional Coaching - A verbal reprimand and reminder of the expectations of behaviour • Time out – 5-minute timer	• Behaviour chambers/ lose Be Golden time. • Work sent home to be completed. • Stay in all break/ lunch to complete work • Good choice at lunch time • Work outside of class. • Contact parents • Behaviour risk assessment • Removal of internet device for a period of time. • Sexualised Behaviours Risk assessment	• SLT • Parental meeting • Outside agencies involved (eg Aspire, police, social care) • Removal of privileges • Internal and Fixed Exclusions