



Behaviour Policy & Principles

Date approved:	October 2021
Approved by:	New Generation Trust Board
Review date:	October 2022

Contents

Section	Title
1	Underpinning Principles
2	Golden Promises
3	Expectations
3.1	Class Management
4	Responding to Behaviour
4.1	Rewards
4.2	Learning Ladders
4.3	Positive Handling
5	Behaviour Plan: responding to incidents
6	Playground Behaviour Plan
7	Anti-Bullying
8	Exclusions
9	The modelling and promoting of British Values
10	Staff Roles to support Positive Behaviour for Learning
11	Children with Behavioural, Emotional or Social Difficulties
12	Implementing the Policy
	Appendix 1 – Golden Promises
	Appendix 2 – Playground Rules
	Appendix 3 – Lunchtime behaviour record
	Appendix 4 – Time to reflect sheet
	Appendix 5- Serious incident recording sheet
	Appendix 6 – Smiley Face Awards
	Appendix 7- Scripted Intervention

1. Underpinning Principles

Hope Community School thrives on achievement, with children succeeding in a secure framework provided by a consistent, fair and loving staff. The school is built on 40 Christian values including – respect, goodness, hope, tolerance, harmony and gentleness.

We recognise that children learn by example. We provide children with a positive image of harmonious relations and courtesy between all the adults and children who work in and for Hope Community School. In our school we believe in setting good examples and in having high expectations. Our high expectations of behaviour apply to all children when they are in school, on educational visits or visiting places on behalf of the school.

All adults working with HCS children have a responsibility for behaviour. Children also have a responsibility to behave well and the right to expect others to behave well towards them. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. It is our belief that behaviour can be learnt, we aim to teach children how to behave well and how to be considerate and self-disciplined individuals.

We believe that children seek approval and want to do the right thing, though they may make the wrong choices. Hope is committed to developing respectful and responsible members of the community and to building a low-stress, high-challenge environment for learning. Children will be taught and praised for good behaviour that makes great learning possible. Our rules are few, but overarching and are consistent in all areas and groups across the school, including our staff, parents and carers who role model these.

2. Golden Promises

The core to the Behaviour policy are our Golden Promises.

The school has taken this approach as we believe they summarise the school's core Christian values and our approach to how we treat each other and our environment.

The Golden Promises (Appendix 1) are:

1. We are gentle.
2. We are kind and generous.
3. We listen.
4. We are honest.
5. We 'have a go' at everything and keep trying.
6. We look after things.

3. Developing Clear Expectations

Hope Community School classroom structure will encompass the expectations below and the golden agreement that we treat others as we want to be treated.

What children can expect of Hope	What Hope can expect of children
Safe, calm environment	Arrive on time
Be kind and helpful to children	Be kind and helpful to staff and each other.
Give clear instructions	Follow instructions
Praise hard work, honesty and responsibility	Be honest and take responsibility for own actions
Respect and treat children as staff wish to be treated	Respect and treat children and staff as they wish to be treated
Respect and model the Christian values underpinning life at Hope	Respect and uphold the Christian values underpinning life at Hope
Respect and value each child's spiritual development in all faiths and no faith	Try their best with learning
Seek children's gifts, talents and particular needs	Take responsibility for own learning and behaviour
Consistent application of clearly defined systems and strategies	Commitment to learning, working hard and problem solving
Value contributions to the life of the school	Creativity
Monitoring and support to help achieve and progress in their learning	Willingness to share ideas
	Look after property

3.1 Common approach to class management

At Hope School we expect all staff to use some simple common approaches to class management so that pupils know what to expect and so that they know there will be similar expectations no matter what adult they are working with. These approaches are:

- The **Team stop** signal is used to gain attention. This hand gesture is used instead of other systems such as a sound, count down or loud voice.
- **No hands up**. If pupils are asked to respond to a question we want all pupils to engage with it. The 'hands up' approach allows too many pupils to opt out. If a question is worth asking we want all pupils to be engaged.

- **Partner talk.** Instead of 'hands up' we use partner talk and feed back.
- **1,2,3** – Management signal used for transitions from carpet to tables or tables to line.
- Common **Management signals** are used across the school:
 - Team stop
 - My turn, Your Turn
 - Turn to your partner
 - Magnet Eyes
 - Handwriting
 - 1,2,3 to move between the carpet and the tables

4. Responding to behaviour

Our school 'Ladder' system ensures all children and staff have clear guidance on the school's response to all levels of positive and negative behaviour. This consistency is crucial in ensuring children feel secure in their learning environment, all being treated fairly and having very clear expectations. Our framework for behaviour at Hope is posted in all areas of the school, including areas shared with the local community. These expectations sit within a fair and loving framework and are based on our ethos that encourages each child's right to learn and develop.

In addition to promoting positive behaviour for learning and providing a system for understanding rules, rewards and consequences, we are aware of the need to teach these behaviours explicitly. We draw on a range of resources that focus behaviour on learning skills to work as effectively and enjoyably as possible both independently and collaboratively. Including both social and emotional aspects of behaviour for learning throughout school life provides a strategic approach to enterprise learning where working successfully with others is fundamental. Hope supports children creatively and strategically to make this a reality in all areas and all times.

Adopting this ladder system for playtimes, playground areas and other non-academic times keeps messages consistent and optimises our partnership with local community volunteers. Hope will develop a peer mentoring programme in the later stages of Key Stage 2 on the playground to support social learning and dispute resolution. Peer mentors will be trained in dispute resolution strategies as well as how to initiate and lead games for younger children.

4.1 Rewards

At Hope there is particularly strong focus on praising children who demonstrate a positive attitude to learning. Praise and 'Achieving success' recognition can be given to any child who, in an adults' judgement, has worked well, completed work to a high standard or made a positive contribution to the school (for example through a co-curricular activity). Rewards may include:

- Achieving 'Lovely Hat' recognition in weekly celebration Collective for effort in learning, demonstrating positive learning behaviours and displaying Hope values.
- Individual Dojo Points are issued when an individual works well. Accumulated Dojo Points are rewarded with a certificate during Friday celebration collectives.
- Whole Class Dojo points are rewarded at the discretion of the class teacher in order to reward whole class positive behaviours such as tidying well, cooperating or achieving a collective goal. When an agreed number of class points have been achieved the class agree a collective reward.
- Attendance certificates issued to children with 97%+ attendance each term and over the year.
- SAM trophy awarded weekly to the class with the best attendance for the week.
- Principal Awards – Annual awarded for outstanding contributions to Hope School.

4.2 Use of Dojo

All classes will have the class Dojo Screen minimised on the class interactive white board.

All children are expected to follow the Golden Rules and while these behaviours will be verbally praised children are challenged to display the learning 'super powers' in order to achieve Dojo Points. Reasons for achieving Dojo Points are aligned to learning behaviours we are working towards in class.

When a child receives a Dojo point the adult will reinforce the positive behaviour verbally so that the positive behaviour is reinforced. E.g. Well done XXX for you received a Dojo point because...

Parents are encouraged to sign up to Class Dojo so that they will automatically be notified if their child has received a Dojo point.

4.3 Positive Handling

The Education and Inspections Act 2006 confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a child from committing an offence; causing personal injury to, or damage to the property of, any person (including themselves); and prejudicing the maintenance of good order and discipline. Staff induction will include training on how to safely use 'reasonable force' (e.g. leading a child by the arm to enforce an instruction to leave the class) in a variety of situations in and out of the classroom. However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

5. Behaviour Plan: responding to incidents

The Behaviour plan below outlines a graduated approach relative to the behaviour demonstrated. This structure is to ensure that everyone understands the school standard and response to ensure consistency across individual staff members' teaching and leadership styles.

Children are expected to show respect, speak politely, follow instructions, be helpful and honest, take care of property, try hard with their learning, take responsibility for their actions. These should be verbally praised both in class and by other staff members and parents.

	Step	Actions
1	Reminder	A reminder of the three simple rules- golden promises privately wherever possible. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
3	Consequence 1	Name on thinking cloud – will result in 2 minutes time out during their next break.
4	Consequence 2	Name is ticked on the thinking cloud. This will result in 5 minutes time out of next break.
5	Consequence 3	Name on cloud 2 ticks - As a result of mid-level disruption children will have at least 10 minutes out of their next break doing an agreed activity that will repair the damage done. Parents are informed. Recorded in Behaviour Log (In S: Drive/Behaviour).
6	Consequence 4	As a result of on-going mid-level disruption or high-level disruption <i>SLT will become involved</i> . Considerable work will be done in order to understand the behaviour and consequences will be more significant in terms of time out of the child's time and will be aimed at repairing damage done. Parents are informed. Recorded in Behaviour Log.
7	Repair	This might be a quick chat at break time in the playground or a more formal meeting. Restorative approach to re building relationships between peers, or between peers and staff. Once the repair step is complete the name is rubbed from the thinking cloud.

Behaviour	Example	Positive Steps	Consequence
Low level classroom disruption	Calling out Talking to another pupil Not focussing on work Stopping another child from working Not doing as an adult asks	Reminder of the Golden Promises. Praise other children who are showing the wanted behaviour. Teach the children directly how to do the wanted behaviour.	Caution: A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Consequence 1: Name on thinking cloud. Two minutes time out during break to discuss and repair what has happened- it is non-negotiable- cannot be removed.

	<p>Answering back to an adult</p> <p>Not doing the work set for them</p>		<p>Repeated behaviour will result in Consequence 2 - Name on Thinking cloud ticked - 5 minute time out of next break time.</p> <p>Repeated behaviours to be recorded in the behaviour log.</p>
Mid-level disruption	<p>Ongoing repeated low level behaviour from above</p> <p>Rudeness</p> <p>Lying</p> <p>Throwing something in the classroom</p> <p>Destroying another child's work</p>	<p>Remind of the Golden Promises delivered privately wherever possible. Take the initiative to keep things at this stage.</p> <p>Praise other children who are showing the wanted behaviour.</p> <p>Teach the children directly how to do the wanted behaviour.</p>	<p>Follow the steps above first, then:</p> <p>Time out (if necessary to calm child down): 5 minute time out in another class- a few minutes for the child to calm down, breathe, look at the situation in a different perspective and compose themselves.</p> <p>Repair: Talk to the child about what happened and repair it- might be an informal chat or a more formal meeting.</p> <p>And</p> <p>Consequence 3: Name on cloud – 2 ticks Appropriate to repairing damage done by the behaviour and will be completed during the child's own time. Will be at least 10 minutes of restoration time.</p> <p>Record the behaviour in the behaviour log.</p> <p>Family informed of incident.</p>
Two time outs in one day- child is sent to Principal for 10 minutes' time out.			
High level disruption	<p>Theft</p> <p>Fighting</p> <p>Hurting another child on purpose- intent to hurt</p> <p>Damage to school property done on purpose</p>	<p>Listen to both sides of the story to establish the facts.</p> <p>Talk to the child and witnesses about what happened to ensure the correct facts are found.</p>	<p>Child to go to a member of SLT.</p> <p>Child to complete the Time to Reflect sheet</p> <p>Family informed of incident.</p> <p>Consequence 4 - Possible sanctions can include:</p> <p>A child may be placed removed from break times and or lunchtimes; removed</p>

	<p>Bullying</p> <p>Seriously hurting another child</p> <p>Threatening another child or adult (judge consequence after establishing facts)</p> <p>Safeguarding issues</p> <p>If a child is found with any of the following items: knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, non-prescription drugs, fireworks, pornographic images, any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property, any item banned by the school rules.</p>	<p>Reinforce the wanted behaviours.</p>	<p>from their main classroom for a period; given extra work to complete; given a community service task to complete; removed from a learning outside the class room session.</p> <p>Restorative conversations between children, or children and adults.</p> <p>Possible exclusion / fixed term exclusion.</p>
--	---	---	---

6. Playground Behaviour Plan

Children are expected to show respect, speak politely, follow instructions, be helpful and honest, take care of property, take responsibility for their actions. These should be verbally praised and Lunchtime Reward stars may be awarded to classes that do a great job in the lunch hall and/or playground. Reward stars are passed on to the class teacher at the end of play and when an agreed amount have been earned a prize is awarded. The Playground rules are included as Appendix 2.

Behaviour	Example	Positive steps	Consequence
Low-level playground disruption	<ul style="list-style-type: none"> -Shouting -Not playing nicely with another child e.g. shouting, aggression -Not doing as an adult asks -Answering back to an adult 	<p>Remind the child of the Golden Promises and wanted behaviour such as 'you should play nicely with your friends.'</p> <p>Praise the other children who are showing the wanted behaviour.</p> <p>Suggest possible games that would encourage good playing, for example 'it.'</p>	<p>Steps:</p> <p>Reminder of wanted behaviour – use low key responses and remind child of the playground rules.</p> <p>Caution - 'This is your final warning. You will go for time out if you do xxxxxx as I have asked.'</p> <p>Consequence 1 for repeated behaviour – child has five minutes of time out, on the bench, with a timer, to think about their behaviour. After this they should apologise and return to the playground. Record behaviour and outcome on sheet.</p>
Mid-level playground disruption	<ul style="list-style-type: none"> -Ongoing repeated low-level behaviour from above -Rudeness -Lying -Throwing things at another child 	<p>Remind the child of the Golden Promises and the behaviour they should be doing e.g. playing nicely.</p> <p>Praise other children who are showing the wanted behaviour.</p> <p>Teach the children directly how to do the wanted behaviour e.g. join in with the game.</p>	<p>-Consequence 2 - 10 minutes' time out for the child, on the bench.</p> <ul style="list-style-type: none"> -Discuss the behaviour with the child and explain what behaviour they should be doing. -Record behaviour and outcome on sheet.

<p>High level playground disruption</p>	<ul style="list-style-type: none"> -Fighting -Theft -Hurting another child on purpose-intent to hurt -Damage to school property done on purpose -Bullying -Seriously hurting another child - Threatening another child or adult (judge consequence after establishing facts) -Safeguarding issues 	<ul style="list-style-type: none"> -Listen to both sides of the story to establish the facts. -Talk to the child and witnesses about what happened to ensure the correct facts are found. -Reinforce the wanted behaviour. 	<ul style="list-style-type: none"> - Consequence 3 - Child to go straight to a member of SLT. -Child to discuss behaviour with SLT. -SLT to contact parents depending on behaviour. -SLT and parents form a plan for both sides to agree and adhere to. Child to complete the Reflection sheet.
---	---	---	---

7. Anti-bullying

Hope Community School has no tolerance for any type of bullying, which is persistent unwelcome behaviour, mostly using unwarranted or invalid criticism, nit-picking, fault-finding, also exclusion, isolation or being singled out. Our school understands that bullying can mean many different things and can be both in person or online (Cyberbullying). These are some ways children and young people have described bullying:

- being called names
- being ignored and left out
- being teased
- being pushed or pulled about
- being hit or attacked
- having your bag and other possessions taken and thrown around
- having rumours spread about you
- being forced to hand over money or possessions
- being attacked or teased or called names because of:
 - your religion or faith
 - your race, colour or nationality
 - your sexuality or sexual orientation
 - your physical or mental disabilities.
 - your special educational needs
 - your health needs.
 - your home circumstances or the characteristics of your family.

Bullying hurts. It can make a child or staff member so worried that he or she can't work well at school. This type of situation is unacceptable. Hope Community School has a strong anti-bullying strategy to build self-esteem and an atmosphere of valuing and encouraging the unique individuality of each person in our community. In addition to rapidly addressing bullying incidents, Hope will develop a Restorative Justice problem solving approach to prevent these incidents from taking seed in any person's thinking and feeling.

8. Exclusion policy

Our policy on exclusions will follow the DfE guidance in this area and we will be as strategic as possible in working with pupils at risk of exclusion. Early intervention will be our basic principle of preventing exclusions. Additionally, we will closely monitor behaviour incidents and exclusions to avoid disproportionate groups and to identify issues to address. For those children who are demonstrating a pattern of behaviour putting them at risk of further, even permanent, exclusion, our Lead Behaviour Professional will use the Common Assessment Framework to engage with families and, where it is necessary, other agencies.

8.1 Fixed-term exclusions

Fixed term exclusions are used either for serious misdemeanours or when other avenues have been explored, or as a result of a serious incident. Serious incidents which may merit a fixed term exclusion would be, for example:

- refusing to accept the authority of staff
- fighting or aggressive behaviour
- making serious threats to pupils
- incitement to serious misbehaviour
- promoting knife culture
- serious theft
- racist abuse or behaviour
- sexual harassment
- bullying – serious verbal and physical intimidation, cyber bullying
- smoking on the school premises or in school uniform to and from school
- solvent abuse
- accessing offensive websites such as those promoting or sharing pornography, racism or violence or bringing such materials on site.

Only the Principal has the power to exclude a pupil. No pupil may be given fixed term exclusions totalling over 45 days in one academic year. All exclusions are notified to the Local Authority. Any single exclusion of fifteen days or over has to be considered by a committee of governors.

Pupils who are excluded for a fixed period will be reintegrated into the school by staff, and a strategy put in place to promote positive behaviours in the future. Parents / carers' will be involved in this process.

In the unlikely event of our school having no choice but to permanently exclude a pupil after all interventions have failed, we will first attempt to work with that child's family on a managed move. In cases where this is not possible, Hope will follow the clearly defined procedures to appeal to the governing body as outlined in the DfE guidance. We will commit to supporting any permanently excluded child to find the best educational provision appropriate to him or her.

9. The modelling and promoting of British Values

At Hope we endeavour ... "to create and enforce a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." DfE 2014. Teaching and discussing Democracy, Values (The rule of law), the Right to make a choice (Individual liberty), Mutual Respect, Tolerance of those of Different Faith and Belief are integral to day to day learning at Hope. These values are explored by all members of staff throughout the day and form a specific focus within Daily Collective (Assembly).

10. Emotional, Social or Mental Health Difficulties

We are aware of the complex needs for children who experience emotional and behavioural difficulties, though they sometimes make poor choices. Hope uses specific strategies to ensure that making a poor choice is never acceptable or excused.

Partnerships with other agencies such as Educational Welfare, educational psychologists, Children's Adolescent and Mental Health Services (CAMHS), Physical Education specialists will be used to help identify the underlying causes and strategies how to identify the root causes and meet the needs of these children. It is our goal to support and challenge them to develop their gifts and talents to excel in learning. Hope will pay due regard to the guidance in the SEN Code of Practice and the Education of Children and Young People with Social and Emotional and mental health difficulties as a special educational need.

11. Staff Roles to support Positive Behaviour for Learning

Role of the class teacher

In addition to modelling the behaviour that promotes our learning culture, class teachers monitor both achievements and consequences given to their classes. They guide and advise children in difficulty, and essentially work together to regulate behaviour, attendance and attainment.

Role of Support Staff

In addition to modelling the behaviour that promotes our learning culture, all staff are responsible for personally coaching children to support their development. This includes support staff who often have contact with children during informal times of the school day such as during break times. For this reason, all support staff are responsible for encouraging and praising children as well as responding to inappropriate behaviour according to the traffic lights. Support Staff must inform the class teacher when there has been an incident with any child requiring action (positive or negative).

Role of Family Liaison

In addition to modelling the behaviour that promotes our learning culture, the Family Liaison officer will work with parents and carers to ensure all children arrive at school on time ready to learn. This person will work with each child's class teacher to ensure excellent clear communication between home and school as outlined in the Home-School Agreement.

All members of staff are responsible for monitoring and checking behaviour across the school. Respect will be given to all adults in school and when out visiting other settings.

Role of Lead Behaviour Professional (Principal initially)

In addition to modelling the behaviour that promotes our learning culture, the Lead Behaviour Professional (LBP) will provide specific support with personalised strategies for teachers and support staff planned with children and their parents and carers. These strategies may include behaviour covenants for children to be encouraged and praised for

exhibiting targeted behaviour for learning. For some children with intensive behavioural needs, the LBP will liaise with the School's SENDCO, external agencies including mental health services, educational psychologists and Educational Welfare Services.

Role of the School Council

In addition to modelling the behaviour that promotes our learning culture, the Governing Body holds the statutory responsibility to ensure that Hope Community School promotes excellent behaviour for learning, disciplines consistently according to the school traffic lights and undertakes due process in the case of any necessary fixed-term exclusions. Very serious matters of discipline or persistent refusal to amend poor behaviour will require immediate and strong action by the Governing Body, usually through the LBP. Such sanctions are imposed at this level and represent a situation which if not rectified puts the children at Hope at risk. The school sponsor, New Generation Schools Trust, will be represented on the Governing Body.

Role of the New Generation Schools Trust

In addition to modelling the behaviour that promotes our learning culture, the Trust's Board of Directors will be ultimately responsible for overall policy setting and therefore has ultimate responsibility for behaviour at Hope Community School.

12. Implementing the Behaviour Policy

Positive encouragement - by making it clear to children what we would like, rather than what we would not. We should establish clear expectations and give positive feedback. Every effort should be made to maximise the positive and minimize the negative.

Positive rewards - celebration assemblies, certificates, stickers, positive vocal and written comments on work, positive feedback.

Special arrangements - targets for children to work towards that have been clearly agreed between child and teacher, feedback sessions with individual pupils.

Giving the child a chance to succeed - by deliberately setting up learning and social situations whereby the child will achieve success.

Looking for good - look for chances to praise children rather than seize upon opportunities to criticise.

Good publicity - when possible utilise opportunities such as Lovely Hats, celebration collectives to highlight children's efforts.

Talent and ability - most children can succeed in something. Give them the opportunity to do so.

Establishing good relationships - try to "get to know" the child (Single Child View) and probe below the surface. It may be possible to do this informally by asking the child to help you when other children are not around.

Encourage self-control - children need to learn over a period of time that they are responsible for their own actions. Children need sensitive help and encouragement in working toward methods of self-control.

Teach social and inter-personal skills - some children require a great deal of help in developing such skills in order to acquire appropriate relationships with adults and peers.

Support for children when emotional - be available to listen on occasions. Help the child to put his/her emotions into words and discuss them with you. Provide warmth and acceptance.

Involve parents positively - gain parents' agreement for them to reinforce that which takes place in school with praise, privileges. If necessary attempt to change parental expectations and attitudes where children are being over-criticised. Feedback pupil progress to parents regularly.

Use social engineering - place the child with a particular pupil to act as a model and and/or friend. Have each one record the positive achievements of the other.

Match the task to ability - make sure expectations are reasonable and that the child is neither bored by being under-stretched nor over whelmed by a task which is too difficult.

Teach through existing interests - by getting to know the child it may be possible to promote learning by exploiting a particular interest.

Use confrontation avoidance tactics - Defuse crisis situations by avoiding over-reaction while still maintaining authority. There are considerable skills in being assertive without being aggressive and in communicating warmth as well as authority. This tactic of a warm but dominant and unflustered teaching style is usually the most effective.

This policy will be reviewed annually.

Golden Promises

1. We are gentle.



2. We are kind and generous.



3. We listen.



4. We are honest.



5. We "have a go" at everything
and keep trying.



6. We look after things in our
community.

Appendix 2

Playground Rules

Do be gentle, **don't** hurt anybody

Do be kind, **don't** hurt people's feelings

Do be honest, **don't** try and cover up the truth

Do look after property, **don't** damage things

Do play together, **don't** spoil people's fun

Do listen to people, **don't** interrupt

Do play safely, **don't** be dangerous.

Appendix 3: Lunchtime Behaviour Record (Use from Mid-level behaviour up)

* Use restorative questions for both Perpetrator and Victim.

Date/Time	Perpetrator	Victim	*Details of incident	Consequence

Appendix 4: Time to Reflect sheet

Name _____ Year _____

Date _____

What happened?

What were you thinking at the time?

What do you think about it now?

Who else has been hurt by what happened?

How did it hurt them?

What needs to happen to make things right again?

Appendix 5: Serious Incident recording sheet

Name of perpetrator		Date of incident:		
Class		Time of incident:		
		Location of incident:		
Name of victim/s		First aid applied:	Yes	No
		Class Teacher informed:	Yes	No
Class		Parents contacted:		
Form completed by			Yes	No
Copy to pupil file	Date:	If so, contacted by:		
sims	Date:	Phone / face to face / letter		
Cause for concern?		Tick nature of incident or specify		
If Child Protection, discuss / report to the DSL		Accidental		
		Defiance		
Yes		Poor language / swearing		
No		Behavioural		
		Lack of work		
Report of Concern/Incident –		No / lack of homework		
		Bullying		
		Cyberbullying / on line		
		Discriminatory comment:		
		Racist / sexist / homophobic / other		
		Rough play		
		Uniform		
		Safeguarding		
		Other – give details		
Has the child/children completed a consequence / Time to reflect sheet? If so, attach.			Yes	No

Summary of event

Consequences / sanctions / next steps

Appendix 6: Dojo Awards

Number of Dojo Points	Reward
50	Red – Ruby 
100	Green – Emerald 
150	Yellow – Topaz 
200	Blue – Sapphire 
250	Purple – Amethyst 

Appendix 7: Scripted intervention

The whole class script:

KS2: 'I've noticed that some children are not ready for learning. You all need to understand that every choice has a consequence. Some children are showing fantastic behaviour for learning and are making the right choices. I've stopped you because not everyone is making these choices. I know that you are all able to show me that you can make the right choices as you did it yesterday. If you choose not to make the right choices then there will be a consequence.'

KS1: 'Some of the children are not ready for learning. I know you are able to show me you can make the right choices. You showed me you could do this yesterday/ last week.'

This can then be broken into an individual script such as:

'I've noticed that you weren't ready for learning as you were _____. You need to understand that every choice has a consequence. Other children were showing fantastic the right choices as you did it _____. If you choose not to make the right choices then there will be a consequence.'

This should be delivered individually to a child.