



Behaviour and Anti-Bullying Policy

Moat Hall Primary Academy

**It is every member of staff's responsibility to promote high standards of
behaviour amongst pupils.**

This policy must be read in conjunction with Future Generation Trust's Policy on E-Safety.

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2. Version control

Date	Version	Revision	Owner
29.11.2017	1.0	New Policy	Future Generation Trust Policy Team
24.09.2019	2.0	Two-yearly review of policy	Future Generation Trust Policy Team
04.02.2020	3.0	Updated section on Exclusion in line with new FGT Exclusion Policy	Future Generation Trust Policy Team
12.11.2020	4.0	Annual review for the new academic year	Future Generation Trust Policy Team
	5.0		Future Generation Trust Policy Team

3. Introduction

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour within Future Generation Trust. It promotes the development of positive relationships between pupils, adults working in school, parents and other members of the wider school community. The policy reflects expected practice within the Trust. Its fair and consistent implementation is the responsibility of all staff.

4. Policy Aims

Future Generation Trust aim to provide an environment where:

- All people are treated fairly.
- Children and adults speak courteously to everyone.
- Aggressive actions towards anyone are avoided.
- Respect and good manners are demonstrated.
- High standards of tidiness and orderliness around the Academy are maintained and children are encouraged to take pride in themselves, their Academy and the wider community.
- Children travel to and from school in a responsible manner remembering that the Academy's reputation depends upon how they behave.
- Threatening or abusive comments are avoided when communicating on line with members of the school community.
- Christian values underpin the ethos of the Academy
- Children develop reasoned self-discipline and socially acceptable behaviour.
- Children are happy, feel good and enjoy each other's company.

5. Ethos and Values

It is every member of staff's responsibility to promote high standards of behaviour amongst pupils.

Future Generation Trust believe that positive behaviour in school requires a proactive, whole-school approach to developing children's social, emotional and behavioural skills and abilities, within a learning community that promotes the emotional wellbeing of all its members.

Good manners and behaviour are actively encouraged to enable pupils to become responsible, caring citizens.

We believe that praise and encouragement is more effective means of communicating expectations of good behaviour than negative comments. Positive relationships between children and all staff will

promote high self-esteem, self-confidence and self-respect. In this way we hope the children will develop a pride in themselves and a sense of belonging to our individual academies.

Future Generation Trust recognise, identify with and highly promote the values of:

- Respect
- Courage
- Perseverance
- Resilience
- Compassion and caring for others both in academy and in the community
- Trust
- Forgiveness and reconciliation
- Truthfulness

6. Roles and Responsibilities

The Role of Staff

“All children are to be treated in a fair manner”

- Staff should provide a positive role model.
- Listen to children and make them feel like their comments matter
- Actively seek opportunities to praise children
- Take corporate responsibility for the quality of the school environment
- Interact evenly with pupils and avoid actions that can be perceived as favouritism
- Deal firmly and fairly with children who do not maintain high standards of behaviour
- Supervise their class during lessons and as they make their way around the school
- Under no circumstances should children be sent out of the classroom and be unsupervised as a response to unacceptable behaviour. In the event of a pupil continuing to be disruptive after incremental sanctions have been applied, they are to be referred to a member of SLT or Pastoral Lead. The referral will be recorded in the first instance by the class teacher.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour.

- The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.
- Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.
- Classrooms should be organised to develop independence and personal initiative.

- Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.
- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others.
- Praise should be used to encourage good behaviour as well as good work.
- Constructive criticism should be a private matter between teacher and child to avoid resentment, although there may be occasions when several children need to be spoken to collectively.

Movement around School

At Future Generation Trust we recognise that organised movement around school plays an integral part in maintaining high standards of behaviour. We understand that it is the responsibility of every member of staff to ensure that pupils move around the Academy building in an orderly way. To support this, staff ensure that:

- They have a line of vision at all times to all pupils
- They consider order of the children in the line e.g. regular front and end person, register order, disruptive pupils sat apart or at the end of lines
- That pupils move calmly with purpose .
- There is orderly dismissal from classes with teacher supervision at break times, lunchtimes and end of school.
- That cloakrooms have adult supervision at all times
- That 'blind spots' are avoided.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

The role of the Headteacher

The headteacher will be responsible for establishing high expectations of pupils’ conduct and behaviour and implementing measures to achieve this.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Trust’s Behaviour and Anti-Bullying Policy consistently throughout the academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the academy.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. Further detailed information relating to exclusions can be found within the Trust’s **Exclusion Policy**.

The role of governors

The Local Governing Body has the responsibility of adopting these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

Parents are expected to;

- Be aware of the Trust's '**Behaviour and Anti Bullying Policy**' and actively support it.
- Be polite and reasonable in all dealings with the school.
- Model high standards of social behaviour.

Pastoral care

Future Generation Trust understand that it is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff and parents have the support of the Headteacher in matters of pastoral care and also have access to other professionals within school and the wider community e.g. academy SENCO, Local Health Authority professional support services.

7. Curriculum and Learning

Future Generation Trust believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

PSHE

Future Generation Trust recognise that PSHE is taught throughout the curriculum so children in our academy feel nurtured. This area of learning also puts an emphasis on interacting with others in respectful ways through speech, actions and relationships. Children also learn how to manage their behaviour appropriately, promote their self-esteem and establish a positive learning environment.

ICT

Future Generation Trust ensure that all pupils receive e-safety lessons throughout the computing curriculum. Pupils are made aware of cyber-bullying and its effects.

8. Rewards

Future Generation Trust place emphasis on rewards to reinforce good behaviour, rather than on failure. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

Children are praised and rewarded whenever possible in a variety of ways:

- Staff write positive comments in children's books through regular marking.
- Staff use a variety of reward systems in class to praise children's behaviour and achievement e.g. raffle tickets, star charts, team points, table rewards.
- Recognition is given to success of differing kinds in our daily assemblies.
- Pupils' work which merits praise is displayed as much as possible.
- Praise Assemblies celebrates the behaviour and achievements of pupils.
- Staff send praise messages out to parents for individual recognition of behaviour and achievement.
- Social Media is used to send messages of praise from class teachers to the wider community regarding their pupil's achievements.

Above all, praise and encouragement in lessons is used as much as possible and in and around school by **ALL** members of staff.

9. Inappropriate Behaviour in School

Behaviours that are not permitted are:

- Verbally hurting another child
- Physically hurting another child
- Threatening behaviour
- Swearing
- Using homophobic language
- Racism
- Disobedience
- Persistent low level disruption
- High level disruption (challenges to authority, refusal to obey rules, frequent verbal abuse)
- Disrespectful language or responses to peers or staff
- Damage to property
- Bullying (verbal, physical, homophobic, racist)

This is not an exhaustive list. Other behaviours deemed unacceptable and inappropriate are at the discretion of staff. Every case is taken on its own circumstances.

10. Consequences and Sanctions

See Section 21 for more guidance for staff and adults working in each academy on Approaches to Behaviour Management that promotes a pro-active approach to improving behaviour.

It is important to discourage unacceptable behaviour in school. An incremental ladder of sanctions is outlined below to support staff when dealing with unacceptable behavior:

The pupil will be dealt with by the class teacher. Teachers may use their own methods and systems as appropriate to the situation and age range of the child/children concerned. These may include: -

- body language - eye contact
- raised voice/quiet voice
- discussing behaviour with individual, groups or whole class
- removing privileges
- time out - i.e. giving a child time to reflect on their behaviour
- moving child away from other children or from the situation
- keeping certain children apart
- exclusion from playtime/lunchtime - teacher who has given sanction arranges supervision
- Under no circumstances should children be sent out of the classroom and be unsupervised as a response to unacceptable behaviour (see Classroom Management section of policy for support in situations where pupils are consistently disruptive)
- If poor behaviour persists, staff should seek support from a member of the Leadership Team
- Parents may be informed once agreed with a member of the SLT.
- Further discussions will take place with parents.
- The child may be sent home at lunchtimes for a short period of time.
- A temporary removal of the pupil, (short or fixed term exclusion will take place). This type of exclusion is intended as an interim arrangement to achieve some form of understanding or contract with the pupils and parents which is the basis of his/her re-admission.
- A Permanent Exclusion will take place (see section of policy on Exclusion for information and guidance)

Concerns about poor behaviour should be escalated to Deputy Headteacher and the Headteacher at the teacher's discretion depending on the nature of the behaviour or incident.

Communication pathways between teacher, Deputy Headteacher and the Headteacher should be clear and consistent so that all parties involved are aware of what has been put in place.

Each case should be dealt on an individual needs basis.

11. Hitting Back

Although society frequently signals that hitting back is an acceptable means of dealing with an incident of aggressive behaviour, we at Future Generation Trust do not, in any circumstances,

condone this. Children are taught strategies to use in the event of such an incident happening and are told that hitting back is totally unacceptable and causes consequences.

12. Lunchtime

Lunchtime provides the longest periods of free play during the school day and therefore our biggest challenge in terms of behaviour management.

- Lunchtime Supervisors to wear high visibility jackets
- Supervisors to be given specific areas to supervise
- Central record to be kept of all lunchtime incidents
- Supervisors may employ specific reward systems where and if agreed with the headteacher

A clear incremental ladder of sanctions to be applied as outlined below:

- Early intervention by lunchtime supervisors to defuse any possible problems
- Verbal warning by supervisor
- Referred to appropriate member of staff (class teacher, Phase Leader, Senior Leader, Deputy Headteacher, Headteacher) in line with each Academy's lunchtime procedures

Activities that are not permitted on the playground or field should be clearly defined within the Lunchtime Policy and communicated to all members of staff with responsibility for children during lunchtime.

13. After School Clubs

Future Generation Trust recognise that children who attend after school clubs are the responsibility of the member of staff leading the club. Staff should continue to follow the Trust's Behaviour and Anti-Bullying Policy and ensure that high levels of behaviour are maintained. The same rewards and sanctions apply for children who attend after school clubs.

14. Behaviour to and from school or out of school hours

Future Generation Trust believe staff have the power to impose sanctions on pupils for misbehaving outside the school gates, "to such an extent as is reasonable." This includes behaviour witnessed by a member of staff or reported to the school by another person.

This could include misbehaviour when:

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school
- Travelling to and from school,
- Unacceptable behaviour when wearing school uniform

- Or any unacceptable behaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online. (see **FGT E-Safety Policy** for further guidance)

15. Exclusion

The Headteacher has the responsibility for giving fixed period exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Any fixed period or permanent exclusion must be in line with the Department for Education statutory guidance:

Written warnings may be provided to parents dependent on the severity of the incident.

The following behaviours according to Future Generation Trust will result in **fixed term** exclusion:

Physical Assault against a pupil or adult

This includes:

- Violent behaviour
- Wounding
- Fighting

Verbal abuse/threatening behaviour against a pupil or adult

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying

Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying
- Cyber bullying

Racist Abuse

Includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual Misconduct

Includes:

- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

Damage includes

Damage to the school or personal property belonging to any member of the school community:

- Vandalism
- Graffiti

Persistent disruptive behaviour

This includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

Permanent exclusion can result from severe examples of any of the above or persistent examples of the above following fixed term exclusion.

We follow Staffordshire's policy and procedures on exclusions. Excluding a pupil is always the last resort and we work hard to support pupils to behave appropriately at all times. The decision to exclude can only be taken by the Headteacher.

16. Anti – Bullying Policy

Future Generation Trust define bullying as deliberate, hurtful behaviour, repeated over a period of time. It is a type of harassment which involves persistent actions that humiliate, intimidate, frighten or demean the individual being bullied. It should not be confused with one off arguments or personality clashes between two particular pupils.

Future Generation Trust believes that there is no justification whatsoever for bullying behaviour and it is not tolerated in any form.

It is the duty of Future Generation Trust to ensure that pupils learn in a caring and safe environment without fear of being bullied. Bullying is wrong and damages individual children. Therefore, the Trust aims to prevent it by developing an ethos in which bullying is regarded as unacceptable and intolerable.

One of the Trust's main aims is to produce a safe and secure environment where all can learn without anxiety.

This part of the behaviour policy aims to produce a consistent response to any bullying incidents that may occur.

Future Generation Trust recognises that although infrequent there may be instances of bullying can take many forms including:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks, homophobic remarks)
- psychological (spreading rumours, excluding someone from social groups)
- damage/theft to or of belongings
- cyber/virtual (internet/mobile)

Future Generation Trust recognise that pupils who are being bullied may show signs of changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in the child's work. Staff should be alert to these signs.

As a Trust, we seek to:

- Listen to children who report incidents, support them and take them seriously
- Interview all concerned and record the incident
- Record clear written accounts of the bullying / behaviour and pass on to the Headteacher
- Report incidents to appropriate members of staff (class teachers / Phase Leaders / Senior Leaders / DHT, HT)
- Involve parents if an incident is serious or repeated
- Support all involved and implement positive strategies to find a solution to the problem
- Ensure the Headteacher keeps a school log of all instances and subsequent actions.
- Report incidents to the governing body if necessary

Future Generation Trust promotes swift action to prevent further incidents.

This will include;

- Imposition of sanctions including monitoring and reporting
- Obtaining an apology
- Informing the parents of both the bully and the bullied

In severe cases the following steps will be taken

- Official warning to cease offending
- Exclusion from certain areas of the school premises
- Fixed term exclusion
- Permanent exclusion

Pupils who have been bullied will be supported by

- A one to one session with a member of staff (usually their class teacher)
- The establishment and delivery of a programme of support
- Reassurance and continued support from all staff
- Efforts made to restore the child's self-esteem and confidence
- Continual communication with parents

Pupils who have been doing the bullying will be helped by

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Working with parents and carers to change the attitude of the pupil.

17. Social Media and Cyber Bullying

(to be read in line with our E-Safety Policy)

Cyberbullying can be defined as bullying via mobile phone or online (e.g. email, social networks and instant messenger).

Future Generation Trust will ensure that:

- Cyberbullying (along with other forms of bullying) will NOT be tolerated.
- All incidents of cyberbullying reported to the school will be recorded.
- Where bullying outside school is reported to school, it will be investigated and acted upon.

18. SEND and Vulnerable Pupils

Future Generation Trust recognise that Special Educational Needs, disabilities, personal, social and emotional difficulties may make it harder for them to behave appropriately at all time. When issuing sanctions to pupils with these difficulties every effort is made to make reasonable adjustments to the sanction based on the pupils' level of difficulty and understanding to ensure they are not disadvantaged or discriminated against in any way.

19. Equalities Statement

Through appropriate treatment of all, Future Generation Trust aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply

with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the Trust’s core values. During the writing of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

20. Record Keeping

Future Generation Trust recognises the importance of organised, efficient and clear record keeping relating to behaviour.

The Academy will primarily use CPOMS (our Trust wide online safeguarding reporting software) to record:

- Lunchtime incidents
- Incidents of bullying
- Incidents of racism
- General behavioural issues

The Senior Leadership Team will regularly analyse the log. The maximum period elapsing between this analysis will be one term.

Class Teachers will be responsible for their own records of behaviour issues and will employ a daily timetable summary for particularly challenging pupils as part of a behavioural plan.

21. Monitoring

The Future Generation Trust Board has overall responsibility for this policy and for reviewing its implementation and effectiveness. The Headteacher has day-to-day operational responsibility for this policy and must ensure that all staff are fully aware of its contents and trained accordingly.

This policy will be reviewed on an annual basis.

Policy adopted on: 13th July 2023

Review Date: July 2025

Signed: Fliss Dale

Designation: Chair of Trust Board

BEHAVIOUR MANAGEMENT

Every member of our school is important and valued and we each have an important contribution to make to our school community. We value hard work, effort and good behaviour

We operate a behaviour management system in school that links behaviour to rewards this is an overview of how the system operates.



GOOD TO BE GREEN

Good to be Green is a behaviour monitoring system that rewards children who choose to behave well while identifying and targeting children who choose not to. It is a positive approach towards good discipline that runs throughout the school promoting high expectations.

The Good to be Green Code

We talk kindly and respectfully to each other.

We work quietly and helpfully together.

We take turns.

We walk quietly in our school and put things away quietly.

We are kind to each other and use good manners.

We try to solve problems in a fair manner. If that is hard, we ask an adult for help.

We try not to hurt people.

We use equipment safely.

The Cards

Every child has 3 cards behind their name which are used alongside positive reinforcement of the 'Good to Be Green Code'.

1) Green Card



The majority of children will have a green card displayed by their name. This is because they have been following the code consistently.

2) Yellow Card



Occasionally children will need a reminder of behaviour expectations in school. If a child needs reminding repeatedly of our expectations they will be told to change their card to yellow and may be asked to move places within the classroom.

Yellow card behaviours

1. Not focused
2. Untidy books
3. Not looking after equipment
4. Being unkind to others
5. Disruptive behaviour e.g. not listening or following instructions
6. Poor attitude to work
7. Continuing to make poor choices after being given a verbal warning
8. Rocking on chairs

3) Red Card



If a child continues not to follow the code, they will be requested to change their card to red and to leave the classroom to go to their Key Stage leader. They will be accompanied by another child and with a brief overview of the incident. There will be rare occasions where a child's behaviour will take them straight to red e.g. physical fighting and verbal abuse. Once a child receives a red card it is recorded along with the details of the incident.

If a child continues to receive red cards, they may have to visit the Deputy Head or Headteacher. In this instance, parents will be informed and may be asked to meet with the relevant parties to help the child.

Red card behaviours

1. Lying
2. Stealing
3. Back chatting
4. Continued negative behaviour after a yellow card
5. Rough play
6. Inappropriate language
7. Spitting

Referred to SLT immediately

- Violent behaviour
- Extreme language
- Personal abuse e.g. calling people names because they look or behave in a different way.
- Bullying

All children who stay on green all week receive extra playtime on a Friday.

- **Yellow card = 10 minutes consequence**
- **Red card = 20 minutes consequence**
- **Blue think cards are used before a yellow is given.**
- **A yellow card can be rescinded if a child's behaviour improves.**
- **Good to be Green will be celebrated every term in a whole school assembly.**
- **Red cards to be reported on the day to parents either verbally or by phone call.**
- **Three red cards in a half term = parents invited in to discuss a child's behaviour.**

Good to be Green Sheets

Excel spreadsheets are set up on the system to record the cards that are distributed. Codes are to be used for the behaviours observed. This is so we can track any patterns that are happening. Please fill this in weekly because it is analysed every Friday by Headteacher or SENCo.

4) Gold card



We recognise outstanding behaviour with the award of a gold card. Pupils take their gold card to the headteacher and are rewarded with 5 Dojos. They are presented with a certificate in celebration assembly on Friday. The Gold Card is presented in children's name folder for a week.

DOJO APP

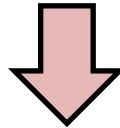
Rewards

- Children earn Dojo points for a variety of reasons. This could be good work, polite manners, being a good friend, overcoming a fear – the list is endless.
- Dojos can be rewarded for class specific reasons. This is established with your class at the beginning of the year.

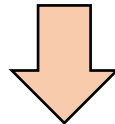


Behaviour procedures

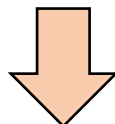
All staff must consistently follow the use of Good to be Green and the Behaviour policy. Teachers to inform parents on the same day of any red cards issued. Teacher to log red cards on the GTBG spreadsheet and CPOMS.



If behaviour is a concern in class, Class teacher to speak to parents and implement an “in class reward/sanctions report” suited to the individual child, this is to be monitored. Class teacher to inform dinner supervisors if lunchtime issues are a concern.



If there is no improvement after the in-class report is implemented or If a child receives 3 red cards in a half term period, meeting arranged with teacher, parents and Assistant head. Targets put in place and next steps discussed with parents and



If no improvement, meeting with teacher, parents and Assistant Head or Head Teacher. IBP implemented and possible external agency involvement such as SENDco, Early help or behaviour support team..