



## Positive Relationships and Behaviour Policy

This policy is reviewed **annually** by the governing body, and was last reviewed on:-  
30<sup>th</sup> November 2021

### Approved by the Headteachers and Governing Body

Signature S. Langley (Chair of LAC)

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Date: 30.11.21

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Date: 30.11.21

### KPIA Values and Ethos

We share the joint mission statement with InMat of 'Children First'. Our vision encompasses this further through:

**We are ...**

Kind

Proud

Independent

Achieving



### KPIA Values and Ethos

**Pride**  
**Achievement**  
**Responsibility**  
**Kindness**



### School Rules

**The Kettering Park Academy we take full responsibility for ourselves, our learning and our behaviour.**

We will:

- Listen to all members of the school community and treat them respectfully.
- Work our hardest in every lesson.
- Treat school property respectfully.
- Move around the school in a calm and safe manner.
- Never resort to aggressive behaviour.

### **What we want to achieve:**

The happiness and the wellbeing of our pupils underpins everything that we do here at Kettering Park Infant and Juniors. We know that when children feel happy, safe, listened to and respected then they will make greater progress in their learning. We want to ensure a clear, fair and consistent approach to dealing with any behavioural concerns that arise throughout the primary phase. We believe that all pupils should be treated equally and taught the following skills:

- How to maintain positive relationships with peers and adults
- How to maintain a positive outlook
- How to use strategies to regulate their own emotions and recognise the emotions of others
- To have positive learning behaviour strategies which allow them and others to make academic progress.

We understand that all behaviour is a form of communication, and that it is important to dedicate planned opportunities to supporting emotional literacy, problem solving skills and social wellbeing of all our pupils. Children will be taught, through or PSHCE lessons strategies to support wellbeing and happiness. All of our staff will teach and model expected behaviours, respect and empathy in order to learn and function at school and life beyond school.

### **Our policy statement:**

- Kettering Park Infant and Juniors work collaboratively and in partnership with other schools as part of the Inspire Multi Academy Trust (InMAT).
- Our Behaviour Policy extends across both schools to ensure consistency and continuity for pupils.
- As a Multi Academy Trust our schools have individual responsibility to ensure all pupils behave in an appropriate manner in line with the school's positive approach to behaviour and attitudes. We require everyone to show respect, tolerance and understanding towards others, and through self-discipline and consideration of all, behave in a sensible and civilised fashion.
- Statutory guidelines exist to ensure that monitoring records of serious behavioural related incidents are kept in school and reviewed on a regular basis. These are shared with the Local Academy Committee (LAC) and Academy Trust as required.

## **Responsibilities**

### **All Staff are responsible for:**

- Implementing the behaviour policy consistently.
- Always setting high expectations for behaviour at all times.
- Promoting positive attitudes towards behaviour.
- Liaising with parents/ carers and external agencies where appropriate
- Modelling positive behaviour and respect at all times.
- Providing a personalised approach to the specific behavioural needs of individual pupils – adapting and providing reasonable adjustments where needed.
- Recording behaviour incidents using the appropriate electronic format (Arbor/MyConcern)

**The senior leadership team will support staff in responding to behaviour incidents. They will also ensure that the policy and the underpinning principles are upheld. SLT will constantly monitor behaviour of all pupils.**

### **Parents are expected to:**

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

### **Pupils are expected to:**

- Abide by all school rules and values.
- Behave in an orderly and self-controlled way.
- Show respect to all members of the school community.
- In class, make it possible for all pupils to learn. Pupils are responsible for their own learning.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.

### **This policy is applicable to:**

- All members of staff (including supply and part time)
- All pupils
- All extended curriculum providers whom make additional contributions to children's learning on or off site
- All external agencies that contribute their professional knowledge and expertise to supporting our pupils in challenging or vulnerable circumstances

## **Behaviour Management**

At Kettering Park Infants and Juniors we take pride in ourselves, our students and our values and ethos are shown in every aspect of school life. As such, our approach to unacceptable behaviour is **restorative** and will enable students to:

- show **respect** to each other's viewpoints,
- take **responsibility** for their behaviour,
- **reflect** on ways to **repair** harm and ensure behaviours are not repeated.

In regards to the **restorative** approach, specific questioning will be used to support and repair:

1. **What has happened?** Drawing on each person's story one at a time and talking together to resolve.
2. **What do you think and feel about that?** Sharing emotions using Zones of regulation. How could the situation have been stopped from happening?
3. **What needs to happen to resolve this?** Discuss consequences and steps to resolve.
4. **What agreement can we reach about the future to move forward?** Ensure all children are happy that the situation has been resolved and how to avoid further incidents.

## **Creating a Climate for Positive Behaviour and Positive Praise**

We believe that the best way to achieve a positive learning culture is to recognise and manage behaviour positively - providing students with the opportunity to take responsibility for their own behaviour. Therefore, we ensure that we are continually re-enforcing the positive learning behaviours outlined in our school values and catch children making positive decisions. This will take the form of positive praise.

The use of praise and positive encouragement is to be used to promote the correct behaviours. Children are given praise on an individual and group basis through:

- Non – verbal (smiles, thumbs up, etc) and verbal praise
- Positive and constructive feedback on work
- Stickers
- Celebration assembly/ Star of the week
- InMAT values awards
- E-mails home
- Half termly post cards home
- Class Dojo rewards

All the children who attend Kettering Park Infants or Juniors will feel wanted and that they, as individuals, make a contribution to school life.

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect. Staff greet students when they arrive in the class in the morning, and expect to be greeted in return.

### Promoting and Reinforcing Outstanding Behaviour

- All staff are visible throughout the school day, promoting positive behaviour and ensuring behaviour systems are being followed. A member of SLT will always be available/ on duty at lunch times.
- Where appropriate we praise in public.
- Behavioural discussions with a child should be carried out away from the whole class, this is the expectation for all members of staff.
- Students PARK walk around the school – this means that they should walk with good **Pace**, **Arms** relaxed at their side, **Respectful of others** and should **Keep moving**, so they do not cause a blockage.
- Classes are escorted to break and lunch by the class teacher, support staff, cover or Midday supervisor.
- At the end of breaks and lunchtime, we use a bell (KPIA) two-whistle system (KPJA) to line up safely and calmly. On the first whistle, children freeze and on the second children move to their lines calmly and quietly.
- Adults in the school will speak positively and with respect to pupils. Adults in school will not shout – reactions to negative behaviour should be non-emotional, limiting attention on the child. Discussions about behaviour and the delivery of sanctions/ consequences should be given in private. Time should be taken to ‘fix’ the situation of appropriate and relationships restored, following the restorative approach.
- Adults in the school will not refer to behaviour in a derogatory manor (children’s behaviour is never referred to as ‘disgusting’ or ‘terrible’).
- At Kettering Park Infants and Juniors we describe the behaviour and the impact of the behaviour on others: “I understand how you are feeling, but you called X ... and that made X feel angry/ upset. We don’t call people names at Kettering Park. As a consequence you will need to ...’
- Teaching staff will be punctual to lessons and to collect pupils at designated times.
- Classes may have a seating plan that is adapted to the needs of the class and the lesson.
- Use a lining up order at all times. Adults will ensure that children enter and exit classrooms quietly in line. Children will always use their line order – usually alphabetical, but may have adjustments.
- Adults will apologise if they make a mistake or jump to conclusions. It is important to model that mistakes are normal and that we all take responsibility for our actions.
- Adults will always focus on redirecting behaviour back to learning – rather than focusing on inappropriate behaviour.
- Polite, calm language and tone will be used at all times by adults.
- Adults will use ‘we’ when discussing expectations, for example: ‘At Kettering Park, we expect ...’
- Adults will use ‘if’ and ‘then’ to clarify actions and consequences: ‘If you throw a pencil, you will then miss your play’.
- Teachers should model behaviour and teach it explicitly where needed.

### **Managing low level disruption and unacceptable behaviour**

In situations where the school rules and values are not being practiced, staff will follow a number of steps to support the pupil in realising the correct behaviours.

Behaviour incidents are recorded on Arbor/MyConcern to ensure the correct support is in place for all involved.

If redirection and positive encouragement do not work, staff will use the Warning/ Steps system (**See Appendix 2**)

After each step there must be an opportunity for a discussion to be held with the child about their behaviour. This needs to be completed immediately in order for the child to move forward. Conversations linked to the restorative approach will be used (see policy for suggestions).

The warning system is cumulative but it should begin again for each new incident. Warnings should not be held over children for longer than one teaching session.

If a member of staff is in any doubt about the best way to proceed, or feels that the situation is not best dealt with in line with the model outlined then they should consult with the behaviour lead or a member of SLT outlining their reasons for taking a different approach. Any different approach should be agreed before action is taken. Decisions about behaviour should always be made with the best interests of all children at centre of them. Staff may also need to consult the school SENCO for Pupils with additional needs or with Special Educational needs on order to implement agreed reasonable adjustments.

### **Significant/ serious behaviour concerns**

Some behaviour is of sufficient seriousness that it will be dealt with by a senior leader and no warnings will be given. Consequences and sanctions will be decided depending on context, individual cases and context, feedback will be given back to the class teacher on these. These behaviours may include:

- Physical aggression
- Verbal assault
- Threatening behaviour
- Extreme rudeness
- Extreme disruption
- Damaging property
- Persistent refusal
- Racist or homophobic comments
- Extreme inappropriate language

### **SOS Cards**

If a child has not responded to reminders/ warning systems (steps), being persistently disruptive or has engaged in a serious misbehaviour outlined above, an SOS card will be sent to the office to request assistance. A member of SLT will attend to support the child and remove them from the situation/ class.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip. The decision to act will be made at the discretion of the headteacher.

## **Exclusions**

On rare occasions the headteacher may feel that a formal process should be activated to remove the child from the school temporarily. Such exclusions are an extreme step and will only take place when long term misbehaviour is not improving as a result of the above strategies and learning of others is seriously hindered. Very occasionally, an incident may be serious enough to warrant an immediate exclusion, these include the following:

- The use of racial or homophobic language where the child is aware of its meaning and impact
- Causing another child significant harm (including emotional, physical, social, racist, sexual, verbal or cyber)
- Physically assaulting a member of staff.
- Causing permanent damage to the school building and property.

(The above is not an exhaustive list of incidents)

When an incident of extreme seriousness has occurred all parties need a short period to consider the best course of action.

At the time of exclusion, the pupil and parent will be invited to a reintegration meeting, on the child's return, where criteria will be set down between the head teacher, parent and pupil in order that they can return to school successfully.

*In the event of an exclusion both schools will follow the guidelines set out by the government:*

<https://www.gov.uk/school-discipline-exclusions/exclusions>

*Please also refer to the InMAT Exclusions policy:*

<https://ketteringparkinfantacademy.co.uk/northants/primary/park-inf/arenas/websitecontent/web/InMAT%20Exclusion%20Policy-12696.pdf>

## **Pupil Support and Inclusion**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator and/or Family Support Worker will 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, outreach provider, 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.

As part of our inclusive practice we acknowledge that there may be extenuating factors that need to be taken into account when working restoratively. Whilst we will never condone inappropriate behaviour, we will consider all extenuating factors to ensure any sanctions are fair and appropriate and reasonable adjustments are made.



## The use of reasonable force

The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils.

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means whether passive or physical contact, such as standing between pupils or blocking a pupils path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Who can use physical force?

- All members of staff have the legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers.

When can reasonable force be used?

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort** – if all other de-escalation techniques have failed.
- 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

Key members of staff have restraint training throughout both schools and they should be called upon in the event of a child needing to be restrained. However, this may not always be feasible in all situations.

All attempts to restrain a child will be logged and passed onto the safeguarding team. A bound and numbered book is kept and signed/ checked by designated LAC member.

### **Lunchtime behaviour**

When there is negative behaviour during lunchtimes the following procedures will apply:

If the behaviour is low level, such as running when not supposed to, then the warning system (steps) will be used in the same way as the classroom. However, instead of being sent to another classroom, they may be given time out in a specific area of the playground. If the incident is more serious, then the member of staff will take the steps in **Appendix 3**.

### **Managing serious incidents in the classroom/ playground**

If a serious incident occurs in the playground, such as a fight or a child who is dysregulated:

1. Send a child to the school office with an SOS card – the office will immediately contact a member of SLT.
2. Remove other children calmly to a safe area
3. Speak calmly and with authority to the child/ren in need:
  - STOP
  - I CAN SEE YOU ARE \_\_\_\_\_
  - LET ME HELP YOU
  - FOLLOW ME

Repeat this sequence to calm the situation. Particularly the last 3 statements until a member of SLT arrives.

### **Confiscation**

Any prohibited or illegal items found in pupils' possession will be confiscated. Items prohibited by the school will be returned to parents. Illegal items will be referred to the school's designated safeguarding lead.

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

Searching and pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. School staff can search for any item if the pupil consents. If a pupil does not consent, a member of the Senior Leadership Team will be contacted. We recommend that all searches are carried out with another member of staff.

### **Peer on Peer Abuse**

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Where there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- The alleged perpetrator
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them.

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. Risk assessments should be recorded and kept under review. The DSL (or a deputy) should engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it's likely that professional risk assessments by social workers or sexual violence specialists will be required. The DSL (or deputy) should use these assessments to inform the school's approach and to update our own risk assessment.

### **Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our [Safeguarding and Child Protection Policy](#) for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Individuals with specific needs for transition will be considered on a case by case basis by the inclusion team and specific child-led support will be put in place.

Opportunities will also be planned for between KPJA and KPJA to ensure that there is a smooth transition between KS1 and KS2.

### **Training**

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Identified staff will be trained in the proper use of restraint.

### **Local Academy Committee**

It is the responsibility of the LAC to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently. The head teacher will report to the LAC on a termly basis.

### **Monitoring arrangements**

This behaviour policy rationale will be reviewed by the head teacher and LAC at least every two years. At each review, the policy will be approved by the head teacher and LAC.

## **Appendices**

1. Legislation and statutory requirements
2. Behaviour Steps
3. Midday Supervisor Steps
4. Behaviour Reflection Sheet - Juniors
5. Serious Incident Report Forms
6. Report card
7. Behaviour/ Pastoral Support plan - Draft
8. Dojo and Rewards - Draft
9. Principles of Nurture
10. Example of Zones of Regulation
11. Behaviour Trigger Tracker

### **Appendix 1.**

#### **Legislation and statutory requirements**

- This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.
- In addition, this policy is based on:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

## **Appendix 2: Behaviour Steps:**

If redirection and positive encouragement do not work, staff will use the Warning System explained below:

### **Step 1**

- a) Reminder of the expected behaviour e.g. *'This is a reminder that we face the front and listen. Thank you.'* (Could be non-verbal if deemed appropriate at this stage)
- b) Verbal warning e.g. *'I've reminded you to face the front and listen. This is now a warning that unless you do so, you will miss some of your play.'*
- c) Choices for example: *1. Continue to complete your work or 2. Remember you can use the regulation station/ safe area to calm. These two steps will form your reflection time for this behaviour.*
- d) *Non – verbal cue card as a final reminder. (Given to the child at their chair or where they are working)*

**After each step there must be an opportunity for a discussion to be held with the child about their behaviour. This needs to be completed immediately in order for the child to move forward. Conversations linked to the restorative approach will be used (see policy for suggestions).**

### **Step 2**

As the child returns from their reflection time then a and b from step 1 can be used again to try and promote further positivity, then go straight to d.

- e) Remove to another class for time for reflection as per the behaviour policy.

**After each step there must be an opportunity for a discussion to be held with the child about their behaviour. This needs to be completed immediately in order for the child to move forward. Conversations linked to the restorative approach will be used (see policy for suggestions).**

### **Step 3**

Return to the classroom, step a and b can be used again, if this does not work send to year group lead, FSW, SENCo for support.

**After each step there must be an opportunity for a discussion to be held with the child about their behaviour. This needs to be completed immediately in order for the child to move forward. Conversations linked to the restorative approach will be used (see policy for suggestions).**

### **Step 4**

Refusal to leave the classroom at step 3, SLT to be called to assist.

**After each step there must be an opportunity for a discussion to be held with the child about their behaviour. This needs to be completed immediately in order for the child to move forward. Conversations linked to the restorative approach will be used (see policy for suggestions).**

**The warning system is cumulative but it should begin again for each new incident. Warnings should not be held over children for longer than one teaching session.**

### **Appendix 3 Midday Supervisor Steps:**

#### **Midday Supervisor Steps.**

1. The member of staff will ask the child to move away from the situation into an area of the playground/ building that is quieter.
2. The member of staff will move down to the level of the child and adopt open body language.
3. Staff will stand at a respectful distance to the child.
4. The staff member will use neutral body language.
5. Regardless of the child's actions, the member of staff will remain calm and use a talking voice to speak.
6. If the child is unable to respond to the adult, the adult will give the child a 5 minute cool down in the allocated area of the school until they are ready to articulate what happened.
7. The member of staff will listen to all accounts.
8. The steps system will be followed to ensure consistency.
9. The member of staff will consult other members of staff, if needed in private and not in earshot of the child.
10. The adult will not use emotive language to describe but just share the facts of the incident.
11. If there is a serious incident staff will ask for the support of the member of SLT on duty.

## Appendix 4 – Behaviour Reflection Sheet



### Behaviour Reflection Sheet

To be completed with an adult and returned to the class teacher

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

What behaviour am I reflecting on?

At the time, I was feeling:

I was feeling like this because:

The agreed consequence for this behaviour is:

I could have avoided the behaviour displayed today by:

Next time I feel this way will:

Teacher/Adult signature:

Date:

Pupil signature:

Date:

**Appendix 5 - Serious Incident Report Forms**



**Incident Report**

**Names of staff / pupils concerned:**

Date of Incident:

Time of Incident:

Report completed by:

Place of Incident:

Description of Incident: (incl. equipment, what was said & by whom)

Signed: \_\_\_\_\_

Received by Behaviour Lead: \_\_\_\_\_

**Please be aware that all incidents, particularly ones that result in the exclusion of a pupil, are confidential and should not be discussed outside of the school.**

NB: Only to be used if unable to access Arbor or MyConcern.



## Appendix 6 – Report card



### Report Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Week Beginning: \_\_\_\_\_

#### TARGET:

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	Session 1	Session 2	Break	Session 3	Lunch	Session 4	Session 5	Comments (Pupil voice / Adult)
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Adult to sign the relevant box at the end of each session. Inappropriate behaviour will continue to result in Reflection time at Break / Lunch. Pupil to take full responsibility for his /her actions and present this card to \_\_\_\_\_ at the end of the report period for review.

This is your opportunity to demonstrate your commitment to positive behaviours, and always remember we are here to support you. Have a good week.

Signed at end of report period: \_\_\_\_\_

**Appendix 7 – Behaviour Support Plan:**



## Behaviour Support Plan

<b>Pupil Name:</b>	
<b>Class:</b>	
<b>Date of Birth:</b>	
<b>Date of Review:</b>	



<b>About me:</b> (to be conducted with the pupil)
What I like:
My favourite subjects are:
I feel the most focussed when:
I feel my least focussed when:
I am good at:
My friends are:

<b>Positive Behaviours Seen</b>	<b>Negative Behaviours Seen</b>
•	•
<b>These behaviours happen when:</b>	
•	•

<b>Proactive Strategies</b>
•
<b>Reactive Strategies</b>
•
<b>Post Reactive Strategies</b>
•

<b>Evaluation and Next Steps</b>

## Appendix 8 - Dojo Rewards and Weightings.

Category	Weighting
Helping Others (links to Kindness / Responsibility / Pride / Analyse / )	1
On Task (links to Achievement / Persevere / Keen)	1
Participating (links to Risk / Know / Keen)	1
Persistence (links to Persevere / Perceive / Amend / Keen)	1
Teamwork (links to Pride / Achievement / Persevere / )	1
Working Hard (links to Achievement / Know / Amend / Reflect / Keen)	1
Asking Questions (links to Curiosity)	1
Learning Independently (links to Risk)	1
Mindfulness (links to Reflect / Analyse / Well-being)	1
Being Creative (links to Creativity)	1
Raised awareness of 1 set category	Max 3 points
Temporary category	Max 3 points

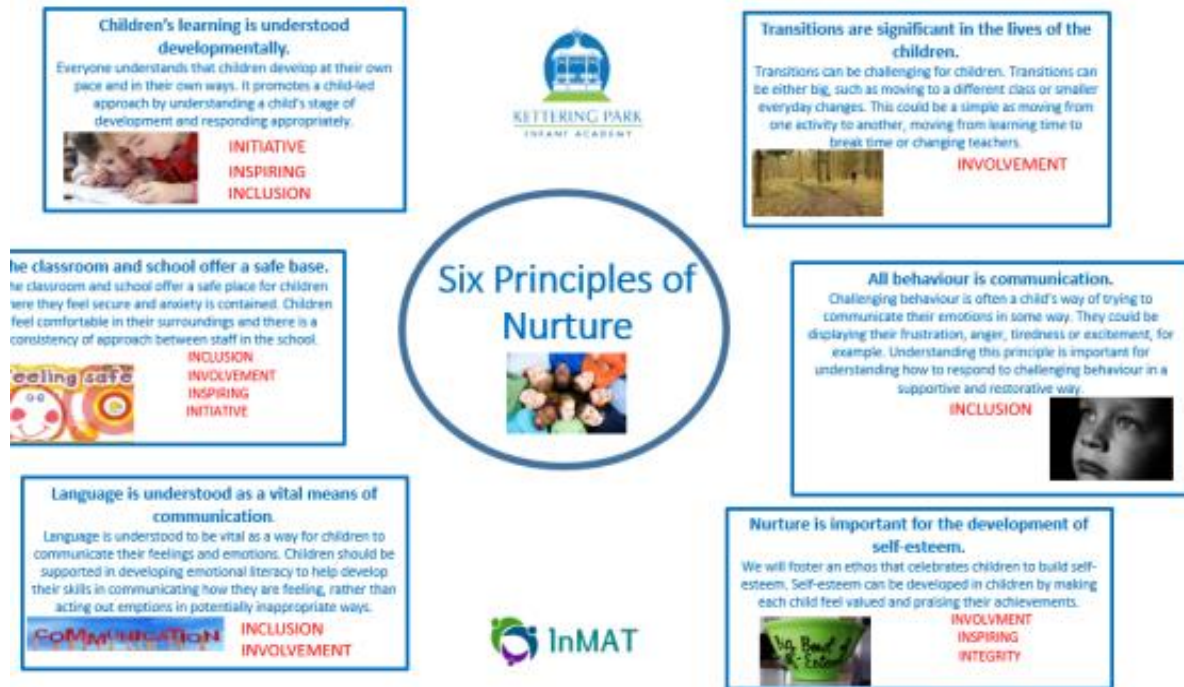
Dojo Points	Reward
20	An opportunity to change your dojo avatar
50	An item from the Dojo shop – pencil / rubber/ stretchy key ring man / notebook etc
100	A choice of reward from a stipulated list that has been agreed with the class teacher e.g Sit with a friend for the afternoon or have iPad reward.
150	A larger item from the Dojo shop
200	A dojo badge and certificate awarded.
250	A choice of reward from a stipulated list that has been agreed with the class teacher e.g Sit with a friend for the afternoon or have iPad reward.
300	End of term reward – Agreed with class teacher.

Dojo points and rewards will be reviewed half-termly.

## Appendix 9 – Principles of Nurture

### The 'Six Principles of Nurture' also links with and underpins our Behaviour Policy

We will also ensure that all staff and children follow the 'Six Principles of Nurture' throughout everything that we do and will ensure that this is clearly shown throughout the school.



### Zones of Regulation

Each class has a calming area linked to the Zones of Regulation. Children are encouraged to independently (or with support) identify the zone they are in and then use the appropriate resources and adults to support their behaviour and learning.

## Which zone are you in?

Sick	Happy	Frustrated	Mad
Tired	Calm	Worried	Angry
Sad	Feeling okay	Sty	Mean
Bored	Focussed	Excited	Out of control
Moving slowly	Ready to learn	Loss of some control	Hitting

## Appendix 10 - Progressive language for Zones of Regulation

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Happy</b>	cheerful	amused	relieved	satisfied	upbeat	Ecstatic/ jubilant	Triumphant/fulfilled
<b>Guilt/shame</b>	embarrassed	guilty	shame	forgiving	ashamed	Regret/accountable	Remorse/scapegoat
<b>Empathy</b>	caring	polite	generous	thoughtful	considerate	Sympathy/empathetic	Compassion/altruistic
<b>Motivated</b>	curious	energetic	engaged	motivated	determined	Committed/persistent	Passionate/inspired
<b>Empowered</b>	brave	courageous	bold	Self-esteem	Assertive	Competent/empowered	Secure/invincible
<b>Excluded</b>	lonely	Left out	bullied	rejected	excluded	Prejudiced/segregated	Alienated/discriminated
<b>calm</b>	relaxed	carefree	peaceful	soothed	mellow	Content/serene	Contemplative/tranquil

## Appendix 11 - Behaviour trigger tracker

### Behaviour: trigger tracker

Name:

Date:

Friday											
Thursday											
Wednesday											
Tuesday											
Monday											
	Coming into school	Register	Lesson	Lesson	Playtime	Lesson	Lunchtime	Lesson	Lesson	Story time	Home time

Levels of behaviour:

- = Low level disruption
- = Disruption to own / others learning
- = Out of control / dangerous behaviour