

Key Principles

- All children should be aware of the rules in the classroom and the consequences of breaking the rules. These should be consistently upheld by the teacher in all cases. **Consequences should never be a surprise to a student.**
- Positive behavior reinforcement and the restorative approach is the foundation of our behaviour management. **Always praise and reward positive learning behaviours.**
- Stimulating and enjoyable lessons, with well planned, interesting and challenging activities promote independence and good behaviour. **If children are bored, then they are more likely to misbehave.**
- **Behaviour management tool must be visible in the classroom.** This can focus on Golden Time or Dojo points.

Rewarding Positive Learning Behaviour

Golden Time:

Weekly, all classes will have **20 minutes allocated to Golden Time** not a whole lesson. This is a fun time where children can choose from a range of enjoyable activities as a reward for their positive behaviour throughout the week.

Certificates:

Termly: Grade Leader Award, SLT Award, Homework Champion, Attendance Award

Weekly: Reading Champion, Star of the Week, HPL Learner of the Week, Character Award (values)



Other Positive Rewards:

- Dojo Points
- Positive Dojo Messages
- Positive phone calls home
- Positive feedback in books
- HPL Stickers

Primary Behaviour Steps

Responding to Negative Learning Behaviour:

Consequence 1 – First warning – A verbal cue, clearly explaining what rule they are breaking and what they need to do to improve their behaviour.

Consequence 2 - Visual signal – ‘C2’ code noted on the board alongside learner name. Further reminder about behaviour, expectations and consequences.

Consequence 3 – Negative Dojo and reduce ‘Golden Time’ – negative point given on Dojo. For each Dojo point, some ‘golden time’ taken away (teacher’s discretion).

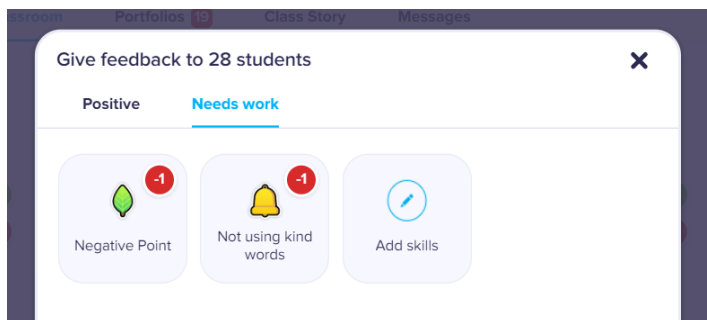
Consequence 4 – Restorative Time-out – this should be seen as a supportive step to help the child understand that their behaviour is unacceptable. Student will have a further negative dojo point and a break detention to spend a break time with a member of staff. It will be recorded on the **‘Reflective time Register’** spreadsheet and parents contacted via Dojo.

Consequence 5 – Referred to SLT – as C4, phone call home if appropriate. C5 should be recorded **on ‘Parent Contact Log’ and a SIMS or Phoenix behaviour point given.** (A Ministry warning letter may be issued.)

***Acts of violence, damage to property and verbal abuse would require immediate ‘C4’ behavior procedures.**

The below will guide the consequence for red dojo points within the same week:

- Red Dojo 1: A follow up class dojo message to parents (from Class Teacher)
- Red Dojo 2: A follow up message via telephone (from Class Teacher) to parents and a break and lunchtime detention with AH/DH/HoP
- Red Dojo 3: Parents invited to school to meet with a senior leader and a further break and lunchtime detention with AH/DH/HoP
- Red Dojo 4/Repeatedly receiving 3 per week: Ministry Warning Letter issued



Daily Report Behaviour Card: If a student receives 3 C5 behaviour points on SIMS/Phoenix within the same half term, they will be put on daily report and will have to have a daily report behaviour card completed for a week.

| Daily Report - Behaviour Card | | | | | | |
|---|--------|---------|-----------|----------|--------|--|
| Please sign and put an X if the behaviour is problematic and a tick if there have been no problems. | | | | | | |
| Student Name: | | | | | | |
| Grade and teacher: | | | | | | |
| Behaviour targets: | | | | | | |
| Time/Lesson | Monday | Tuesday | Wednesday | Thursday | Friday | |
| Register | | | | | | |
| Period 1 | | | | | | |
| Period 2 | | | | | | |
| Break time | | | | | | |
| Period 3 | | | | | | |
| Period 4 | | | | | | |
| Period 5 | | | | | | |
| Lunch time | | | | | | |
| Period 6 | | | | | | |
| Period 7 | | | | | | |