

St. Paul's Catholic Primary School



Growing in God's Love to Be the Best We
Can Be

BEHAVIOUR POLICY

"STAY ON GREEN AND FOLLOW ST. PAUL'S PATH"



Approved by: *Governors*

Date: 22nd October 2023

Last reviewed on:
October 2019
January 2020
March 2021
January 2022
October 2023

Next review due by: October 2024

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including the following:

- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2013) 'Use of reasonable force'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Child Friendly Child-on-Child Abuse Policies
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Positive Handling Policy
- Anti-Bullying Policy

ST. PAUL'S MISSION STATEMENT

St. Paul's Catholic Primary School is a vibrant Christian community at the heart of which is a love for God. It respects the uniqueness of the individual made in God's image and loved by him and this is immersed in our core values of faith, respect, resilience and happiness.

We aim to deliver a high standard of education which challenges all, based on the understanding that the whole person is celebrated and inspired to contribute.

We aim for excellence in the daily life of our school, where together we live, love, learn and celebrate.

In working outwardly, our partnership with parents, our parishes, other schools and the wider community, will benefit.

We will endeavour to provide open and supportive communication which fosters effective, caring relationships between all.

"Growing in God's Love to Be the Best We Can Be"

PURPOSE:

In order for everyone at St. Paul's to reach their full potential all stakeholders must promote positive relationships. By working together following St. Paul's Path, we will 'grow in God's love to be the best we can be.' Developing Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication and Teamwork will ensure children make the biggest possible contribution to their own learning and development.

We recognise that all children are unique and therefore at a different stage of their social learning. Through a consistent approach and the teaching and promoting of self-regulation skills we will achieve an environment where all children learn and develop while following the example of Christ.

The content of this policy is aimed at managing behaviours within school, we reserve the right to apply and discipline beyond the school gate, if appropriate.

It is the responsibility of all stakeholders to ensure this policy is applied in a fair and consistent manner.

AIMS:

The aims of this policy are:

- a) To create an environment and culture where excellent behaviour enables all pupils and adults to feel secure, safe and respected.
- b) To provide a stimulating and purposeful learning environment where all pupils can flourish.
- c) To promote caring, respectful, and tolerant attitudes, celebrating diversity, endeavour and achievements in all areas.

- d) To encourage self-awareness, independence and growing levels of self-regulation so pupils can manage their behaviours and responses.
- e) To promote and encourage resilience among pupils, enabling them to manage difficulties, find solutions and overcome barriers.
- f) To develop an understanding that behaviour is often a form of communication, indicating underlying needs or difficulties. In our response to behaviour, we seek to identify such needs so that appropriate provision can be made in supporting the pupil.
- g) Link behaviour and emotions to behaviours for learning so pupils are better equipped to self-regulate and engage in learning.
- h) Provide individualised approaches to behaviour management when required by pupil with more complex needs.

KEY PRINCIPLES:

1. Relationships

Positive relationships between all stakeholders are crucial to ensure a high standard of behaviour for learning. Staff must be a constant presence around school, ensuring respect is shown to others and the environment.

2. Curriculum

Engaging pupils in learning is essential. By creating a high quality, aspirational curriculum based on our RESPECT values, with exciting and creative learning experiences pupil engagement will be high and therefore distract from inappropriate behaviours.

3. Environment

A consistent and high quality learning environment communicates clear messages regarding expectations and helps to motivate pupils. Behaviour expectations are on display in classrooms and around school to remind all and support self-regulation.

4. Consistency

Adults in school will remain consistent in promoting the agreed expectations and responses outlined in this policy. Consistency is achieved by all parties immersing themselves in the policy and ensuring their actions are following the guidance.

5. Routines

We teach the behaviours and routines we want to see in school and practice them with pupils on a regular basis. This can include the following:

- How pupils walk around school
- How pupils wait in line
- How pupils manage movement within the classroom or lessons
- How pupils respect equipment

ROLES AND RESPONSIBILITIES

All members of staff, including teaching and support staff, and volunteers are responsible for adhering to this policy and living it out following St. Paul's Path by:

- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

Pupils are responsible for following St. Paul's Path by:

- consistently living out our RESPECT values both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and positively living out our RESPECT values.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

The Local Governing Committee has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEND Information Report and policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class

DEFINITION:

School defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour - deliberately acting in a manner so as to cause annoyance or irritation
- Bullying - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items

- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

Low	<ul style="list-style-type: none"> ➤ Shouting / calling out during teaching time ➤ Getting out of their seat during a task ➤ Distracting other children from learning ➤ Talking when others are talking ➤ Not working to the best of their ability ➤ Not co-operating with others ➤ Unkind to others ➤ Having a negative attitude ➤ Rudeness ➤ Not following instructions
Moderate	<ul style="list-style-type: none"> • Consistently shouting out • Consistently poor effort • Constantly distracting others • Unprepared for work (continuously) • Refusal to co-operate <p>Repeat of low level behaviours</p>
High	<ul style="list-style-type: none"> ➤ Persistent disrespect ➤ Persistent disruption to lessons ➤ Damaging /taking other people's property ➤ Serious incidents on the playground ➤ Inappropriate behaviour ➤ Racism/Homophobia/ Gender discrimination ➤ Intimidating behaviour ➤ Upskirting ➤ Bullying / Cyber Bullying ➤ Fighting ➤ Swearing <p>Continuation of behaviours</p>

STAY ON GREEN

The principle behind this system is:

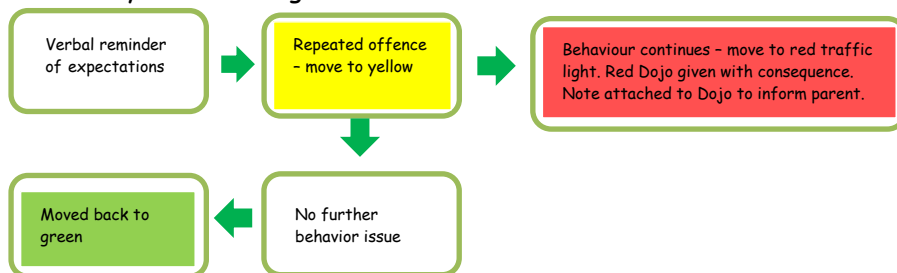
- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are noticed and rewarded.

The system allows for the following:

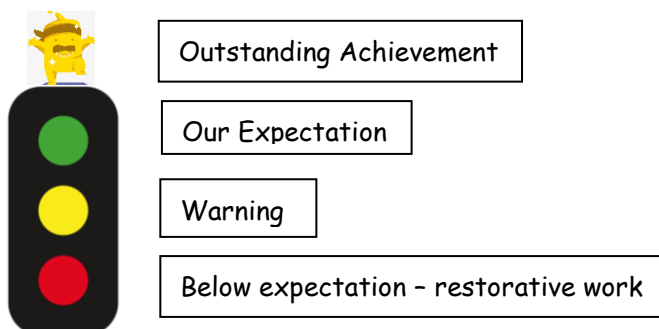
- A consistent approach that can be used by all staff.
- Whole class/school and individual reward system.
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines.

The system works in the following way:

- All classes should have 'stay on Green' clearly displayed and feedback about behaviour should be linked to these.
- All classes have a traffic light display. All pupils' start each morning on 'green' to enable each child to have a fresh start each day. Positive individual choices are rewarded with Dojos linked to our RESPECT values.
- Children who have displayed exceptional behaviour or work will be rewarded with a gold Dojo. Teachers will either award a treat from the class box or the HT's treat box.
- If pupils make a negative individual choice they will receive a verbal warning. A repeated offence will result in a yellow warning and their name will be moved onto the 'amber' traffic light.



- Persistent negative behavior will result in name being moved to 'red' traffic light. A red Dojos will be issued for repeated behaviours and a consequence given. Parents will be notified of the red Dojo, negative behavior and consequence using ClassDojo system. Incident must be recorded on CPOMS.
- Pupil's names may move up or down the system at any point during the day.
- If a child comes off Green and moves down the system, teachers will use a range of strategies to try and get them back to green before the end of the day.



Please refer to the laminated cards displayed in each class and around the school to link specific behaviours to colours.

Rewards

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour.

We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, all of our staff indicate which RESPECT value the children have 'lived out'. We endeavour to help the child to make a connection as often as possible between their actions and the consequences.

We have a varied range of Positive Reinforcement techniques that we regularly draw upon. These include:

Individual Rewards:

- **Praise** - we verbally praise children regularly when we catch them doing the right thing.
- **Dojos** - these can be awarded for a variety of reasons, celebrating positive work and behaviour.
- **Positive visits to SLT members**- if children have completed a particularly special piece of work or behaved in a particularly positive way a teacher may send their child to visit a member of SLT.
- **Positive phone calls home/positive comment through the Dojo system** - all staff can phone home or contact a parent through the Dojo system, if they feel that they would like parents to know about something a child has done particularly well that day.
- **Verbal feedback/tone of voice** - we are always aware of our tone of voice and the effect it has on children's behaviour. We also ensure that we provide as much verbal feedback as possible to reinforce positive behaviour and good work.
- **Gold Awards** - Teachers will award a Golden Dojo for exceptional behaviour or work. This will result in a 'treat' from the class or Headteacher's reward box.
- **RESPECT certificates** - weekly awards
- **RESPECT Termly Awards** - Children collect Dojo points for each value - Resilience, Empathy, Self-Awareness, Positivity, Excellence, Communication and Teamwork. When a child collects five positive dojos for each of the RESPECT values they are rewarded with a special RESPECT certificate and a treat.

Consequences

As well as a range of rewards we also have a range of consequences which help to shape the children's behaviour. We make every effort to ensure that consequences are applied calmly, firmly and consistently.

Consequences should:

- a) Be linked to the behaviour and be proportionate to actions taken.
- b) Make clear that unacceptable behaviour affects others and is taken seriously.
- c) Should not be applied to whole groups or class (blanket punishment) for the poor behaviour of an individual or small group.
- d) Be consistently applied by all staff to help ensure that pupils and staff feel supported and secure.
- e) Never involve taking away a previously earned reward.
- f) Avoid actions which lead to unnecessary shaming or humiliation of a pupil.

g) Take into consideration the specific needs of a pupil when deciding appropriate next steps; a one size fits all approach is not appropriate.

h) Where appropriate, support pupils to reflect on their behaviour choices and be given the opportunity to repair and make amends. For example, they may be supported in making a sincere apology, replace damaged resources or something they have broken or tidy any mess they have made.

Important features of consequences include:

- A focus upon the behaviour rather than the child.
- A message about what the child should do in future;
- Looking for the possibility of praise as soon as possible after the consequence, to encourage more positive behaviour.

Colour	Examples of behaviours	Consequence
(Step 1)	<ul style="list-style-type: none"> ➤ Shouting / calling out during teaching time ➤ Getting out of their seat during a task ➤ Distracting other children from learning ➤ Talking when others are talking ➤ Not working to the best of their ability ➤ Not co-operating with others ➤ Unkind to others ➤ Having a negative attitude ➤ Rudeness ➤ Not following instructions ➤ Inappropriate behaviour 	<p>Verbal Warning issued. Name will be moved if behaviour continues. The consequence for these pupils is the fact that their name has moved.</p>
YELLOW (Step 2)	<ul style="list-style-type: none"> ➤ Repeat of above behaviours. 	<p>Some pupils may need a physical break – ie: movement around school delivering an object. Some pupils may need a short time out to regulate and re-engage in learning.</p>
RED (Step 4)	<ul style="list-style-type: none"> ➤ Persistent disrespect ➤ Persistent disruption to lessons ➤ Damaging /taking other people's property ➤ Serious incidents on the playground ➤ Inappropriate behaviour ➤ Racism/Homophobia/ Gender discrimination ➤ Intimidating behaviour ➤ Upskirting ➤ Bullying / Cyber Bullying ➤ Fighting ➤ Swearing ➤ Continuation of behaviours 	<p>Red Dojo issued. - Restorative practice eg: assisting with task such as lunch duty, tidying classroom etc Examination of conscience eg: observing positive play/behaviours of others for a short period of time.</p> <p>Red Dojo / consequence will be reported to parents using Dojo system and incident will be recorded on CPOMS by staff member.</p>

Phase Leaders will be notified when a child has 5 Red Dojos.

They will discuss the behaviour for learning with the child and encourage improvement.

Phase Leaders may contact parents for further discussion. (If the child is in the Phase Leader's class they will ask the Deputy Headteacher to become involved.)

Incidents/actions will be logged on CPOMS.

Deputy Headteacher will be notified by class teacher when a child has more than 5 red dojos.

A home-school behaviour report card will be issued and a meeting arranged with parents.

If a child reaches 10 Red Dojos they will be sent immediately to the Headteacher.

An Individual Behaviour Plan specific to the individual will be put into place.

Dojos will be reset at the end of each term so children have the opportunity to start afresh.

Suspension

Suspension guidance is based upon the Education Inspections Act 2006 and DfE guidance and current legislation which sets out the responsibility of the headteacher, the governing body and the LA. Suspension will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move). Only the headteacher has the authority to suspend and will notify parents/carers within one school day by letter following a meeting with parents. Detailed records of incidents are kept and suspensions reviewed by governors.

Suspension will only be used for serious breaches of school policy e.g.: • Verbal abuse. • Violent or threatening behaviour. • Persistent, defiant, disruptive behaviour. • Racist or homophobic abuse. • Bullying. For fixed period exclusions of more than five consecutive days, the school will provide full-time education. Details will be specified for pupils from day 6 in the note to parents if this is appropriate. Parents will be required to attend a reintegration interview regarding a pupil's fixed period exclusion.

Permanent exclusions

Permanent exclusion is an extremely serious step and an acknowledgment a pupil can no longer cope in the school setting. This can arise from an accumulation of fixed-term suspensions or as a result of a very serious one-off offence. Serious one-off offences may include: • Serious actual or threatened violence. • Sexual abuse or assault. • Supplying an illegal drug. • Carrying an offensive weapon.

Inclusion

Whilst all pupils identified with SEND and/or disabilities are covered within this policy, we recognise that these pupils may require additional support which is different, or in addition, to what their peers receive so that they can access the full range of educational opportunities the school offers. Pupils with cognitive and physiological difficulties are likely to have an impaired emotional regulation system and sometimes this can be compounded by communication, sensory and motor difficulties. Responses to such difficulties should be supported and planned as part of the SEND provision in school.

Positive Handling

Our "Stay on Green" Behaviour Policy emphasizes early de-escalation strategies and consistent use of positive behaviour support. If a child displays challenging behaviour and is a risk to themselves or staff or another child it is our duty of care to keep them safe. Please see our Positive Handling Policy for further guidance.

Suggested de-escalation strategies

- 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.

When there is an incident of challenging behaviour we assess the situation and take action that will keep all pupils and staff safe. Only if all de-escalation strategies have been used and it has been assessed as absolutely necessary do staff use physical intervention to guide a pupil to a safe area within our school where the pupil can calm down in their own time.

All staff understand the need to stay calm and in control during these incidents. Once an incident has occurred staff will log behaviour on CPOMS or complete the record of physical intervention in the appendix of the Positive Handling Policy. The information recorded will be used to look for any patterns or triggers with an aim to prevent any further incidents.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Use of Reasonable Force (DFE 2013)

What is "reasonable force"? The above document states that the term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. "Reasonable in the circumstances" means using no more force than is needed.

Further information can be found in www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Logging Incidents

After "Reasonable Force" has been used, incidents need to be logged to

- Protect yourself and the child.
- For information gathering to look for triggers.
- Help to reflect on developing a support plan.
- Include de-escalation strategies and the context.
- Best practice for incidents to be logged

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school. The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances and will follow the Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are: • Knives or weapons. • Alcohol. • Illegal drugs. • Stolen items. • Tobacco and cigarette papers. • Fireworks. • Pornographic images. • Any article that the member of staff reasonably suspects has been, or is likely to be, used: - To commit an offence; or - To cause personal injury to any person, including the pupil themselves; or - To damage the property of any person, including the pupil themselves. All members of staff can use their power to search without consent for any of the items listed above and these searches may occur randomly.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in this policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.
- May have occurred online via games console/messaging/devices.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises.

In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

REVIEW:

Changes made:	Rationale:	Date:
Red dojo introduced across school Amber dojo introduced Consequences agreed	Red dojo used in UKS2 only. Consequences given in KS1/LKS2 - paper record	Oct 2019
Amber dojo removed	Staff/parent feedback	Jan 2020
COVID appendix	In response to COVID new measures implemented (partial re-opening)	June 2020
COVID appendix	As above (full re-opening)	Sept 2020
COVID appendix	As above (key worker/vulnerable provision)	Jan 2021
Adjustment to SLT intervention	Deputy HT role changed	March 2021
Adjustment to SLT intervention	Behaviour card introduced for 5+ negative dojos	April 2021
Reintroduced consequence to yellow traffic light	Removing it has reduced effectiveness of Red dojo.	May 2021
Sexual abuse and discrimination section added	Updated to reflect changes in KCSIE 2021	Nov 2021
Linked to RESPECT values	Dojo awards linked to RESPECT values	Jan 2022
Guidance on exclusion updated to suspension	Updated guidance from DfE	Nov 2022
Linked to St. Paul's Path and RESPECT values	Mission is embedded through following St. Path's Path and living out our RESPECT values that are rewarded through positive dojos and staying on green.	Oct 2023
Key Principles added	Links to consistency, curriculum, environment and relationships	Oct 2023
Diagrams added in main text to illustrate pathway	Pictorial evidence is often preferred by some readers	Oct 2023

APPENDIX - 'Stay on Green' - Visual Guide



Gold

Golden Dojo awarded.
Reward from class/HT box.
Dojo/House points



Green

Our Expectation.
Dojo points/sticker
awards.



Yellow

Verbal warning followed by name
moved onto Yellow traffic light.
Consequence issued.
Time out may be required.



Red

Red Dojo issued.
Consequence given –
Parents informed
5 red Dojos = Phase Leader
involvement
5+ red dojos = Deputy HT
Headteacher informed/
involvement if appropriate.

Between each stage, children are given time for reflection and opportunity to change behaviour.
Children must be given opportunity to move from consequence stage back to green and towards gold.

