



Behaviour and Relationships Policy 2024/25

Brimington Junior
School

Monitoring and Review

This policy is reviewed annually by the Board of Trustees of The LEARNERS' Trust. Any changes made to this policy by the Board of Trustees will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

This policy was reviewed in October 2024.

The next scheduled review date for this policy is October 2025.

A handwritten signature in black ink, appearing to read 'M. Twiss', is written over a faint, light blue circular stamp.

Headteacher

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1.Statement of Intent

Schools within the LEARNERS' Trust believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and improving bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

At Brimington Junior School, our Behaviour Code is designed as a strategy to develop children into respectful citizens, embedding our 'Go Further' values into their everyday lives:

Model and Value Good Manners

Promote Positive Relationships

Inspire excellence in everyone

Make the world a better place

Spread Happiness

We understand that both our reward and sanction policies are important strategies used to recognise:

- **Success** – we recognise when values are demonstrated by rewarding Class Dojos. Our Class Dojos utilise our five 'Go Further' values as seen above.
- **Challenge** - when children's behaviours challenge our five values, sanctions will be used to encourage them to consider their actions and the impact it has on others. This is done using our sanctions ladder and restorative practice discussions.

The 5 Respects

At Brimington Junior School, we teach children to value the importance of respect in behaviour and relationships.

We use the 5 Rs of Respect to promote this:

- We behave respectfully to all adults and other children
- We speak and listen respectfully to all adults and other children
- We respect the environment around us, including our school
- We respect our own learning
- We respect other children's learning



The school is committed to:

Relationships

- Encouraging positive relationships with all pupils and parents/carers.
- Encouraging good manners with all pupils.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Developing positive relationships with our pupils to enable early intervention.
- Encouraging pupils to be a respectful citizen.

Behaviour

- Promoting the 'Go Further' attitude to pupils' learning.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and improving bad behaviour.
- Providing and encouraging a respect for a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting desired behaviour through our school values
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.

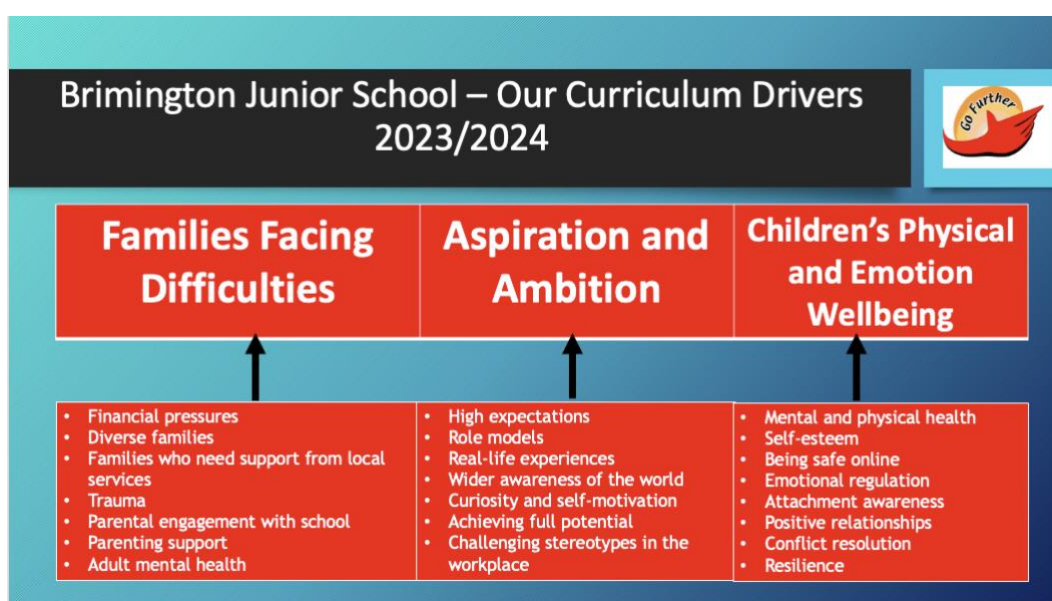
Our Brimington Junior School Vision underpins our curriculum and Behaviour and Relationships Policy:

- Having an ambitious curriculum that challenges our children
- A progressive curriculum guided by the latest research

- A curriculum that develops the whole child
- A curriculum where children learn through experiences
- A compassionate curriculum

School Drivers

At Brimington Junior School, we believe that it is equally important to be supporting children and families both in and outside school. We aim to make our community a better place. To do this, we have identified 3 key social drivers with the aim of making our community a better place. Issues such as mental health, the impact of Covid-19, social and communication skills and safeguarding and welfare concerns, such as domestic abuse and separated parents have all been considered when identifying our 3 drivers.



Families Facing Difficulties

We understand that pupils may have difficult circumstances and always take this into consideration when using our Behaviour and Relationships Policy. We offer parent workshops to support families at home with children's wellbeing. We also provide signposting for families who are seeking additional support. At Brimington Junior School, we promote positive relationships with families through open days, newsletters, the use of the Seesaw communication app and whole school events.

Aspiration and Ambition

Our Behaviour and Relationship Policy aims to challenge our pupils to make positive choices and push themselves to be the best that they can be. Our rewards value pupils who push themselves out of their comfort zone and who show kindness and respect, both within school and in the wider community. Our 'Go Further' motto runs throughout our rewards policy. Restorative practice is also used to discuss and encourage pupils to reflect on their behaviour to help them to improve on their behaviour in future. We attempt to inspire children and open their minds to develop a sense of curiosity about the world around them and their potential futures.

Children's Physical and Emotional Wellbeing

Children's wellbeing is at the heart of our Behaviour and Relationship Policy. Our rewards ensure that all pupils are able to achieve at their own level; valuing kindness, good manners and supporting and respecting themselves and each other. All staff are able to give rewards and sanctions ensuring it is a cohesive, consistent and inclusive approach for all pupils. Pupils' misbehaviour is consistently challenged and support and reflection is scaffolded and provided for these pupils to help them in making better and more positive choices. Our PSHE and P.E. curriculum aims to improve children's physical and emotional wellbeing. Alongside this, emotional freedom techniques (tapping) are taught to both parents and children.

Research-Based Approach

Education Endowment Foundation

In creating this behaviour policy, current and highly regarded research was used as a basis for policy making and staff training.

The EEF (Education Endowment Foundation) forms the foundation of this Behaviour and Relationships Policy.



In the 2021, 'Improving Behaviour in Schools' report, six key recommendations are suggested. This has formed the basis of the Brimington Behaviour Code, including its use of Restorative Practice, as well as this policy.

Looking Behind the Behaviours (Children and Adolescent Mental Health Services)

At Brimington Junior School, we use the CAMHS approach 'Looking Behind the Behaviour' to look at the whole child, taking into account the pupil's social, emotional needs as well as home life and other factors.

WALKTHRUs

We utilise the WALKTHRU approach developed by Tom Sherrington and Oliver Caviglioli, which provides research-led instruction for best practice in the classroom. Staff are trained to apply the WALKTHRU strategies to their classroom practice. The 'Behaviour and Relationships' strategies from the WALKTHRU are adapted to suit our school needs

2. Legal Framework

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:
 - Education Act 1996
 - Education Act 2002
 - Education and Inspections Act 2006
 - Health Act 2006
 - The School Information (England) Regulations 2008
 - Equality Act 2010
 - Voyeurism (Offences) Act 2019
 - DfE (2013) 'Use of reasonable force'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2018) 'Mental health and behaviour in schools'
 - DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
 - DfE (2023) 'Keeping children safe in education 2023'
 - DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
 - DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
 - DfE (2024) 'Mobile phones in schools'
 - [New] DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

3. Roles and Responsibilities

The governing board (Trustees) has overall responsibility for:

- The implementation of this Behavioural Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- 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/carers and pupils at least once a year.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

[Updated] Teaching staff will be 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.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- [New] Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.
- [New] Developing supportive, respectful, and trustworthy relationships with each other.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- The behaviour of their child(ren) inside and outside of school

4. Definitions

For the purpose of this policy, the school defines “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, including, but not limited to, the following:

General Conduct

- Pupils should be respectful to all members of the school community and to all visitors to the school (kind words, kind hand and kind feet).
- Pupils should not behave in a vexatious manner – deliberately acting in a manner so as to cause annoyance or irritation
- Pupils must not spit.
- Pupils must not chew gum.
- Pupils must not fight or behave aggressively

- Pupils must not answer back or argue with teachers in a disrespectful manner (kind words)
- Pupils must not be rude when talking with teachers, they should not keep their hands in pockets when talking to an adult
- Pupils must not run around the building or move in an unsafe way. Pupils should move around the school in a quiet and orderly manner.
- Pupils must not swear or use offensive language (kind words)
- Pupils must not be late for lessons, attending all lessons and other school activities punctually.
- Pupils must not damage or disfigure the school premises, either inside or outside the buildings.
- Pupils must not discriminate giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Pupils must not harass – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Pupils must not bully – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual several times on purpose
- Pupils must not engage in cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Pupils must not smoke, drink alcohol, take drugs or gamble. This includes the times when pupils are travelling to and from school.
- Pupils must not engage in public displays of affection. The school is a working environment and so public displays of affection are not appropriate during lessons, nor while on school activities.

In the classroom

- Pupils must not be disrespectful, argumentative, rude, confrontational or intimidating.
- Pupils must not answer back to teachers
- Pupils must not move around the classroom without permission.
- Pupils must complete tasks set by the teacher.
- Pupils must work with other pupils as organised by the teacher.
- Pupils must not disrupt a class, making it difficult for others to learn.
- Pupils must not leave the classroom or school premises without permission.
- Pupils must not disobey a reasonable request from a teacher.
- Pupils must not miss lessons.
- Pupils must not intimidate other pupils.
- Pupils must not lie to teachers.

Appearance

- The school uniform, detailed separately, is compulsory.
- No jewellery rings, or any other earrings than one stud in each ear are to be worn at any time in school.
- Nail varnish, make-up and tattoos are not allowed.
- Hair is to be clean and tidy. Long hair must be tied back. Hair should be of a natural colour. Unnatural coloured hair or various coloured hair is not allowed.

- Pupils are reminded that they are representatives of the school.
- Shirts/blouses should be tucked inside of trousers or skirts.

Property

- Pupils are responsible for their own belongings.
- Exercise books, planners, text books, electronic equipment, stationery and folders issued by the school remain the property of the school and should be treated as such.
- Pupils are responsible for replacing lost or damaged school property.
- P.E. is a compulsory part of the curriculum and pupils must attend with appropriate kit at every lesson.

Mobile Technology

- The school accepts that personal mobile phones are often given to pupils by their parents to ensure their safety and personal security.
- Parents/carers should be aware if their child takes a mobile phone to school.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile devices either at school, or travelling to and from school.

Acceptable Use

- Mobile devices should be switched off upon arrival on the school grounds and kept out of sight during the school day
- Mobile phones should be handed to the school office for safekeeping during the school day
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- Pupils are responsible for protecting their own personal information including their phone number.

Non-compliance

Failure to comply with the school's Code of Conduct will lead to sanctions as detailed in the school's behavioural policy.

6. Training of Staff

The school recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

- Teachers and support staff will receive training on this policy as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.

6. Pupil Expectations

Pupils will be expected to follow the school's Brimington Behaviour Code, which links to our school 'Go Further' values:

- **Inspire Excellence in Everyone**
- **Model and Value Good Manners**
- **Promote Positive Relationships**
- **Spread Happiness**
- **Make the World a Better Place**

WE also promote the 5 Respects across the school:

1. **Respectful Listening**
2. **Respectful speaking**
3. **Respect others learning**
4. **Respect their own learning**
5. **Respect our environment**

7. Rewarding Good Behaviour

The school recognises that pupils should be rewarded for their display of good learning behaviours and mature attitudes. All rewards are linked to our schools 'Go Further' values:

- Promote positive relationships
- Model and value good manners
- Inspire excellence in everyone
- Make the world a better place
- Spread happiness

1) General Rewards

- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.

- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children in line with the Behavior Code, e.g. Learning to Learn badge allows a child to bring one piece of stationary into school
- Opportunities for giving children greater responsibility in school should be fostered e.g. Cloakroom monitor, Book Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) **Whole School Reward System: 'Dojo's'**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Dojo [points and coloured badges. Dojo's may be awarded for any actions, deeds or attitudes which are deemed noteworthy and link to our 'Go Further' values:

- Promote positive relationships
- Model and value good manners
- Inspire excellence in everyone
- Make the world a better place
- Spread happiness

When awarding Dojo's, the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo for waiting so patiently'.

Once awarded a Dojo or badge can never be deducted

They are intended to help staff focus on positive rather than negative behaviour.

The reward system is graded as follows: -

100 Dojo's	Learning to Learn Badge
250 Dojo's	Learning Champion Badge
500 Dojo's	Going Further Learner Badge
650 Smileys	Learning Ambassador Badge

A 'dojo' can be awarded by any staff member to any child at any time. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve 100 dojo's they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. This will be the same for all dojo levels.

3) Certificates

A weekly achievement assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude.

8. Punishing Poor behaviour

- All school staff are able to discipline pupils whose behaviour falls below the established Code of Conduct at the school.
- If a pupil misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher will implement sanctions

In order for the punishment to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to punish a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights.
- The school will ensure that all punishments are reasonable in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.
- The headteacher may delegate the power to punish poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.
- The headteacher may limit the power to punish poor behaviour from individual members of staff.

Behaviour Ladder

- At Brimington Junior School, we use the Behaviour Ladder to apply sanctions and challenge misbehaviour.
- All staff are trained to utilise the Behaviour Ladder across school and children are made aware of the Behaviour Ladder through daily classroom management and assemblies.

BEHAVIOUR SANCTIONS LADDER

Behaviour Policy Intent

At Brimington Junior School, our Behaviour Code is designed as a strategy to develop children into respectful citizens, embedding our 'Go Further' values into their everyday lives:

Model and value good manners
Promote positive relationships
Inspire excellence in everyone
Make the world a better place
Spread happiness

We understand that both our reward and sanction policies are important strategies used to recognise:

- **Success** – we recognise when values are demonstrated by rewarding class Dojo's
- **Challenge** - when children's behaviours challenge our values, sanctions will be used to encourage them to consider their actions and the impact it has on others. This is done using our sanctions ladder and restorative practice conversations.

White Card (Pre- sanction ladder)

- o record on 'teacher's card template'. To be kept on a hook in teachers work space. Headteacher to keep lunch time templates in office.
- o Very low-level disruption may just require a reminder and not white card- teacher discretion
- o No CPOM record

Lunch Times

- o White cards at lunch are not included into class white cards- no record on CPOM

Step 1 – Yellow Card

- o Recorded on CPOMS
- o pupil misses 10 minutes of next playtime supervised by an adult (rota created)
- o **incidents may be subjective, discuss with phase leader or colleague if unsure, this includes break times.**
- o reasonable adjustments taken into account of specific children such as SEND or Individual Behaviour Plan (IBP)
- o Lunch Times
- o JDo record yellow cards on CPOMS and 'teachers card template' and hands to NN at the end of lunch. No conversations required with teachers
- o JDo only record conversations where information presents a safeguarding concern or will impact on behaviour in school
- o midday supervisors to only give out white/yellow cards.

Step 2 – Red Card (build up of white and yellow cards for low/medium level of disruption)

- o Recorded on CPOMS
- o Parents informed via Seesaw Reflection Activity
- o Pupil misses a playtime (teacher rota) and lunchtime (Headteacher / SLT rota, Restorative Practice Seesaw activity)
- o Phase leader tracks number of red cards, headteacher tracks number of red cards at lunch
- o **incidents may be subjective, discuss with phase leader or colleague if unsure**
- o consider with phase leader IBP for certain children of concern
- o reasonable adjustments taken into account of specific children such as SEND or Individual Behaviour Plan (IBP)
- o Lunch Times
- o MDS not to give red cards.
- o Potential Red card - Senior MDS to discuss with headteacher or SLT (if headteacher not available) when needed during lunch.
- o Senior MDS to remain on playground and use walkie talkies to contact headteacher
- o midday supervisors to only give out white/yellow cards.
- o Incidents recorded on CPOMS by senior MDS – only factual information

Step 2 - Red Card + (incident is physical, discriminatory, severe damage or persistent refusal)

- o Incident discussed with phase leader and headteacher before awarding red card+
- o Child who receives a red card but repeats red card behaviour in same day, move to red card+
- o Recorded on CPOMS
- o Parents informed via face-to-face or phone call made by class teacher and Seesaw Reflection Activity
- o Pupil misses a playtime (teacher rota) and lunchtime (Headteacher / SLT rota, Restorative Practice Seesaw activity) - The number of playtimes missed will be the decision of the headteacher
- o Headteacher or phase leader meets with child to discuss incident
- o Phase leader and headteacher, consider IBP for certain children of concern
- o Pupil to work on corridor/another classroom for a minimum of a morning/afternoon session
- o Lunch Times
- o MDS not to give red cards.
- o Senior MDS discuss any potential red card/ red + incidents with NN or SLT (if headteacher is not available) at the end of lunch.
- o Senior MDS to remain on playground and use walkie talkies to contact headteacher
- o midday supervisors to only give out white/yellow cards.
- o Incidents recorded on CPOMS by senior MDS - only factual information

Step 3 – Persistent Misbehaviour Letter Check against trust suspension policy – wording, inclusive

- o Pupils who receive **3 red cards** within a half term will have a message sent home via Seesaw by class teacher:
Dear parent/carer, I hope you are well. Sadly, this half term, your child has received 3 red cards. We want to ensure that you are informed about their behaviour and consequences within school. We will now be monitoring them and are supporting them to make more positive choices with their behaviour. If they receive any further red cards, a Behaviour Review meeting will be held with the Phase Leader, your child, their class teacher and parents to discuss next steps. We hope they make a positive change; we appreciate your support with this. Many thanks.

<p>Step 3 Cont. – Behaviour Review Meeting (Persistent low-level disruptions)</p> <ul style="list-style-type: none"> o Pupils who receive more than 4 red cards within a half term for persistent low-level behaviour will have a Behaviour Review Meeting with parents, class teacher and held by the phase leader. o 3 behaviour targets will be set with the pupil and this document will be shared on Seesaw and added to CPOMs. 	<p>Step 3 Cont. - Behaviour Review Meeting (Physical incidents)</p> <ul style="list-style-type: none"> o Pupils who receive more than 4 red cards in a half term which are due to physical incidents will have a Professionals' Review meeting with their parents, class teacher, phase leader and held by the headteacher. This can also apply if there is a single serious incident, following discussion with SLT. o External services who are involved will be invited (including social care, behaviour support etc.) o Professionals Review template shared on Seesaw and added to CPOMs.
<p>Step 4 – Behaviour Report</p> <ul style="list-style-type: none"> o Pupils who continue to receive 2 further red cards within 2 consecutive half terms will be moved onto a Behaviour Report. o A meeting will be held with parents, pupil, class teacher and held by the phase leader. Headteacher will attend if incidents have been physical. This meeting will include a discussion on an Individual Behaviour Plan (IBP) o Up to 3 targets will be agreed with the pupils. Pupils must achieve at least 25 ticks per week (pro-rata if needed) for 2 consecutive weeks to come off behaviour report. After 2 weeks, the report is reviewed by class teacher and phase leader (headteacher will attend if appropriate). o The outcome from this review could be to come off report and return to step 1; to remain on report; or to move to Step 5 – Internal Seclusion. Incidents of extreme behaviour may result in escalation of the Behaviour Policy. o Parents, SENCo, class teacher and phase leader will create an Individual Behaviour Plan (IBP) and upload on CPOMs. o Behaviour Report template shared with parent on Seesaw and added to CPOMs each week on a Friday. o Pupils can be on behaviour report twice within a full term (12 weeks). More than this will move straight to Step 5 on sanctions ladder. If pupil receives 10 ticks or less on report in one week, SLT will discuss potential movement to Step 5 on ladder. o While on report, the child cannot attend tournaments or extra-curricular activities, and risk assessment made on any school trips. 	
<p>Step 5 – Internal Seclusion</p> <ul style="list-style-type: none"> o Pupils will work in seclusion in an available room or corridor. They will be supported regularly by the child's year group TA or teacher. Work will reflect the curriculum taught in the classroom. Adults will fill in monitoring report to be shared with class teacher, phase leader and head teacher. o A meeting will be held by headteacher with the parents, class teacher, phase leader where the period of internal seclusion is decided as well as guidelines for success and next steps outlined. This can be carried out face to face or by telephone call. o Pupils will not have access to dining room or playground at lunch but will be taken out for a break with an adult at a separate time. o The child's progress and behaviour will be discussed at weekly SLT meetings. o If successful, the child will return to Step 1. If they do not meet the guidelines outlined at the meeting, they will move to Step 6. 	
<p>Step 6 – Fixed-term Suspension (Following DCC Guidelines)</p> <ul style="list-style-type: none"> o If pupils are not able to meet the expectations during internal seclusion, the headteacher and phase leader will consider fixed-term suspension - taking into account additional needs, safeguarding and family context. The period of fixed-term suspension will be decided based on the nature of the behaviour and incidents that have occurred. o Pupils who exhibit extreme behaviours may be moved straight to this step on the sanctions ladder. This will then be followed up by Step 4 on return to school. If not already completed, SENCo, class teacher and phase leader will agree a re-integration plan. o Following a fixed-term suspension, a reintegration meeting will be held by the headteacher with class teacher, phase leader and parents. The behaviour report will be shared including setting up to 3 behaviour targets (see Step 4 for process). 	
<p>Step 7 – Behaviour Contract</p> <ul style="list-style-type: none"> o If a child has several fixed-term suspensions over a full term (12 school weeks), the headteacher will decide whether to move to a Behaviour Contract. o The headteacher will hold a meeting with class teacher, parents, pupil, phase leader and a member of the School Champions may also be invited. Up to 3 targets will be agreed at the meeting. If the child can complete 2 weeks meeting their behaviour contract targets, the pupil will move to a report. Following 2 weeks, the headteacher will discuss moving to Step 8 on the sanctions ladder. o Within the meeting, the headteacher will discuss potentially moving the child to a part-time timetable for a specific period of time. o Behaviour Contract template shared with parent on Seesaw and added to CPOMs. 	
<p>Step 8 – Permanent Exclusion (This procedure will follow the DCC guidelines)</p> <ul style="list-style-type: none"> o If pupils show repeated extreme behaviours (recorded on CPOMs), the child will be considered for permanent exclusion. o This process will be discussed among SLT and with trust partner. The headteacher will make the final decision. 	

Individual Behaviour Plans

- We use Individual Behaviour Plans (IBPs) to identify certain pupils who are struggling with their behaviour and need additional support.
- IBPs may be completed with the support of external agencies, such as Educational Psychology. The IBP is shared with parents and all relevant staff to ensure pupils are supported with well-informed best practice.
- Targets for the IBP are SMART (specific, measurable, achievable, relevant, time-sensitive) and are reviewed at least termly with parents.

9. Behaviour off school premises

- Teachers are able to punish pupils for misbehaviour outside of the school premises.
- Teachers may discipline pupils for misbehaviour off 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.

Teachers 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.
- 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 behaviour sanctions for bullying incidents and non-criminal bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

10. Behaviour and Sanctions

- At schools within the LEARNERS' Trust, there is no corporal punishment.
- Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to use legal powers.
- Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises

There are clear guidelines for staff on how to respond to poor behaviour through the use of legal frameworks, Restorative Practice and the Code of Conduct:

- In the first instance, the member of staff will remind the pupil that their behaviour is unacceptable and explain why. This is recorded as a 'White card' on the teacher's record sheet. This is kept in a pouch in the teacher's area of the classroom. This is not recorded on CPOMs but can be shared with other staff who teach that class later in the day.
- If the pupil continues to misbehave, the staff member will give a second warning 'Yellow card'. This is also recorded on the teacher's record sheet and is also recorded online on CPOMs. The following breaktime, the pupil will miss 10 minutes of their playtime, supervised in the Story Circle.

- If the pupil continues to not follow the Brimington Behaviour Code, the staff member will inform the pupil they have a third warning: 'Red card'. This is recorded on the teacher's record sheet, as well as recorded on CPOMs. The pupil will miss their next breaktime and lunchtime.
- While missing their lunchtime, the pupil will complete a Restorative Practice activity on Seesaw (see Appendix) with a member of SLT. This will discuss what didn't go well, who was affected, the pupil's feelings as well as what to do differently next time. This is shared with parents via the Seesaw app.
- If the pupil's behaviour continues following a red card, a red card + may be given to the pupil. This means that the Headteacher will speak to the pupil about the behaviour and a period of time will be agreed where the pupil works outside the classroom. Parents are informed of a red card + by phone call or face to face.
- Sanctions will be dependent on the seriousness of the misdemeanour.
- Pupils can be sanctioned using any level of cards (white, yellow, red or red card +) depending on the severity of the behaviour. (See If Then posters in Appendix)

The school has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving a verbal warning (White card)
- Providing extra work or repeating unsatisfactory work until it meets the required standard
- Taking away privileges, e.g. not being able to participate in non-uniform days, or losing extra, prized responsibility.
- Missing break/lunchtime, or reflection time
- Engaging in school-based community service, e.g. picking up litter
- Placing the pupil on report for regular monitoring
- Suspending the pupil either temporarily or permanently, in extreme cases.
- Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, should record it in CPOMs and alert staff
- Records of reported incidents will be accurately recorded on CPOMs and shared with relevant staff,
- The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school.
- Following an allegation of serious unacceptable behaviour, the pupil may be placed in isolation whilst an investigation takes place.
- If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.
- Any decision made to exclude a pupil will only be done so by the headteacher in accordance with the school's Exclusion Policy.
- All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.

- Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations Against Staff Policy.
- The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
- The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

Reflection and Restorative Practice

- The school will make it clear to parents/carers and pupils that they are able to use Reflection as a sanction.
- All teachers at the school are able to impose reflection on a pupil, unless the headteacher decides to withdraw this power from any teacher.
- Parental consent is not required for reflection and therefore, the school is able to issue reflection as a sanction without first notifying the parents/carers of the pupil.
- When issuing reflection, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the pupil.
- If the reflection is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

11. Isolation Rooms

Quiet Room – Steps to Success

- When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies detailed in the school's behaviour policy or in the pupil's individual behaviour plan.
- If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff.
- Other staff should be alerted for support as appropriate.
- If the pupil continues not to comply, staff should suggest 'this is a good time to use the Quiet Room'.
- If the pupil continues not to comply and, subject to a dynamic risk assessment, one of the five legally defensible criteria apply, staff may consider it necessary to escort the child to the Quiet Room using an approved physical intervention in line with school policy
- Once in the Quiet Room and away from the body of the school, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Quiet Room.
- When the Quiet Room has been used, the incident must be recorded appropriately on CPOMs.
- While a child is in the Quiet Room, senior staff should ensure that appropriate staffing is available to support the child.

- At no time should pupils be unsupervised in a Quiet Room. It may be appropriate to allow the children to calm on their own but staff must be able to see the child via an open door.
- At no time should pupils be locked in a Quiet Room.

Legality

The Quiet Room should only be used after in-class strategies have failed to calm the pupil. A decision to use physical intervention to support the pupil in accessing the Quiet Room should be based upon a dynamic risk assessment. The use of force is likely to be legally defensible when it is required to prevent:

- self-harming
- injury to other children, service-users, staff or teachers
- damage to property
- an offence being committed and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

In these instances, the Quiet Room can be used as a means of

- helping the pupil to manage their own emotional state;
- reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- reducing the need for prolonged use of physical intervention.

12. Detentions

- The school will make it clear to parents/carers and pupils that they are able to use detention as a sanction.
- All teachers at the school are able to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.
- The headteacher may decide to delegate the power to impose detention to volunteers, such as parents/carers who assist during educational visit/trips.
- Parental consent is not required for detentions and therefore, the school is able to issue detention as a sanction without first notifying the parents/carers of the pupil.
- When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the pupil.
- If the detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

13. Items banned from the school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes

- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

14. Confiscation of inappropriate items

- All members of staff are able to use their power to search without consent for banned items mentioned in this policy. (Search and Confiscation document)
- Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.

- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- The headteacher will always be notified when any item is confiscated.

15. Use of reasonable force

Members of staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.

Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.

The headteacher and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff are able to search for all of the banned items listed in this policy, reasonable force will only be used, if necessary, to search for the items listed above.

16. Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner.

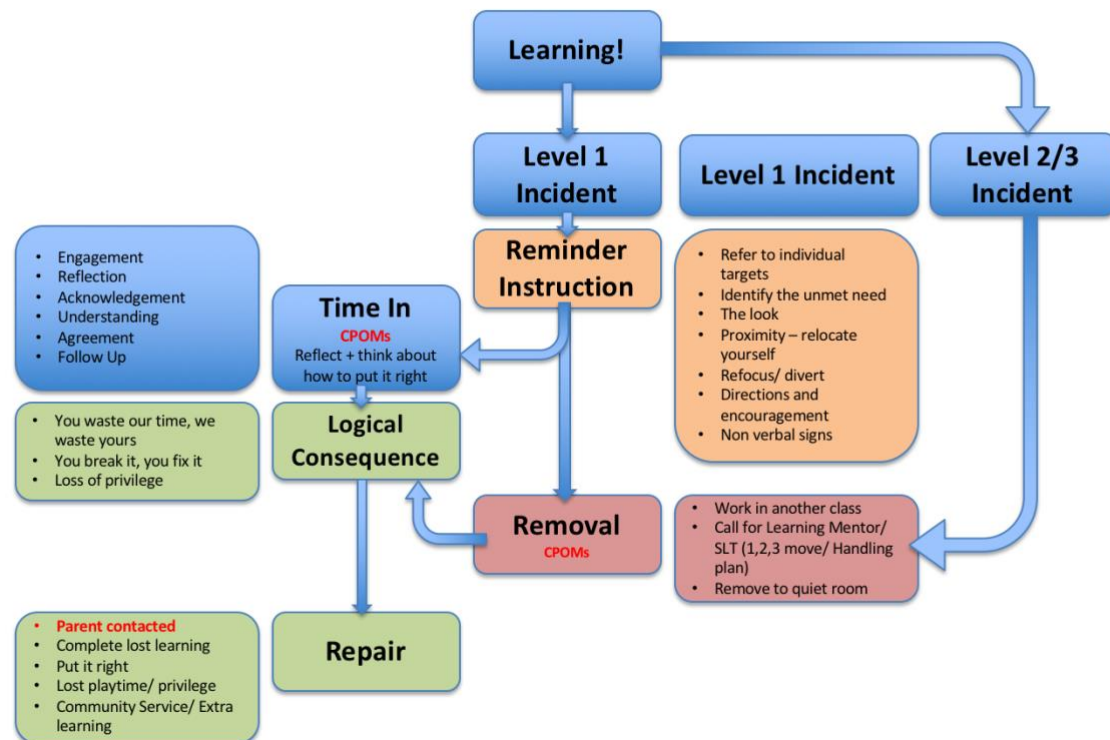
The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

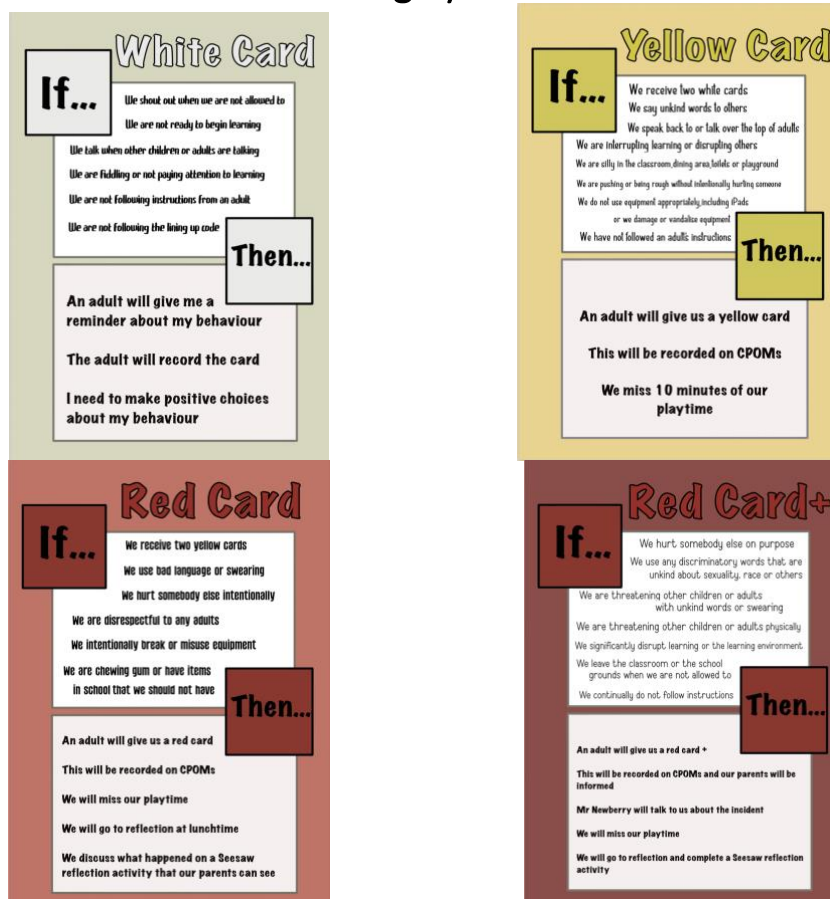
Appendices

Appendix 1

Dealing with Incidents



Appendix 2 – Card Warning System



Appendix 3 – Restorative Practice

What do we do differently?

The school adopts a restorative practice approach.

How does this fit with the school behaviour policy?

In line with our behaviour policy, children are given a warning and a chance to put things right before formal sanctions are issued. For most children, this is enough for them to see that they are not learning to their full potential and are able to put right their mistake. For those children who continue to disrupt their own or other children's learning, we offer them an opportunity to reflect on that mistake with an adult. This takes place during break or lunchtime.

How do we implement restorative practice?

During reflection time, pupils sit with an adult and complete a Restorative Practice activity, which is posted on Seesaw. The adult scaffolds the discussion around the behaviour and how to put things right after mistake. The activity is then posted on Seesaw so parents/carers can see and comment if desired. Parents/carers can also request further information about the incident via Seesaw.

Authoritarian Approaches <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	<i>and, as a result;</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Alongside this, we aim to help those children who struggle with behaviour because of their social and emotional needs.

How does this fit with the school behaviour policy?

In line with our behaviour policy, children are given a warning and a chance to put things right before any LEARNER band is lost. For most children, this is enough for them to see that they are not learning to their full potential and are able to put right their mistake.

For those children who continue to hurt their own or other children's learning, we offer them an opportunity to reflect on that mistake with a trained professional. They have a quiet secluded place in which they can put things right which we call Non-LEARNER time.

Where is the Reflection Time?

At break time it is in the story circle and at lunch, it is in a classroom.

What happens in the Reflection Time?

Like with all aspects of school life, this is not one answer that will work all of the time with all children. For this reason, we have a menu of options for the adult to pick from. All of the ideas in the menu are what we consider to be best practice. It is the responsibility of the adult to choose appropriate activities to fit the children's needs and quantity of children in Non-LEARNER time.

Menu of Options

A mixture of activities may be chosen depending on the amount of time and number of children.

1-1 Restorative Practice	Circle Restorative Practice	Peer Mentor Restorative Practice	Independent Restorative Practice
Busy Tasks	Circle Time Cards	LEARNER Apology	Mentored LEARNER Apology

1-1 Restorative Practice

Work 1-1 with a child to fill out the restorative practice rubric. Whilst you are working 1-1, you must ensure that the other children have relevant and engaging busy tasks. Once the rubric has been filled out, move on to another 1-1.

Circle Restorative Practice

Similar to a circle time, but the focus is on the circle answering the restorative practice questions about their own or another child's mistake.

Independent Restorative Practice

Children who are able to fill out the restorative practice rubric independently can do so.

Busy Tasks

If a child's mistake has hurt their learning and they have something they need to catch up on, this can be completed during restoration time. If no work is sent, they can busy themselves with reading, spelling word searches, times table activities etc. This should only fill the time until an adult or mentor is available to complete another task with them.

Circle Time Activities/ Cards

Sit the children in a circle either on the floor or on chairs. The adult or another child selects an activity or card and reads it out. The children then take turns in completing the activity, sentence or answering the question. All children must listen to what is being shared. At any point, the circle can be paused and a child can be asked to comment on another child's response. Attached to this policy are lots of circle time activities, questions and sentence openers that will help children with recognising feelings and develop social skills etc.

1-1 or small group LEARNER Reflection


Children rehearse a LEARNER apology with assistance from the adult. The child should find the adult at a convenient time and say their apology.

Restorative Conversations!

- What happened?
- What were you thinking about when you did that?
- How did your actions affect other children or adults?
- How do you think they felt about what you did?
- How do you feel about what you did?

- How do you feel about what you did and the affect it had other people?
- How will you put this right/ make thing better?

Reflection – Restorative Practice Activity



I have received a red card for my behaviour at school today.
What didn't go well?
How did your actions affect other children or adults?
How do you feel about what happened?
What do I need to do to make things right?
What will I do differently next time?
I am going to try hard to follow the Brimington Junior School values: The value I am going to focus on is to:
- Inspire Excellence in Everyone
- Promote Positive Relationships
- Model and Value Good Manners
- Spread Happiness
- Make the World a Better Place
If you have any questions about this, please contact your class teacher via Seesaw message. Many thanks.

Appendix 4 - Individual Behaviour Plan (IBP)

Some children may require a specialised plan to help them be successful in school. This is developed along with parents and external services. At Brimington Junior School we have two types of IBP:






1. IBP created following a fixed term suspension or concerns around regular patterns of difficulty
2. Enhanced IBP for children at risk of exclusion or for whom a normal IBP has been unsuccessful.

Behaviours	Barriers	Pre-Cursors	Adjustments and Interventions
Formal assessment using Behavioural and Emotional Screening System – Pearson <ul style="list-style-type: none"> Respect Relationships – Staff 1/2/3 Relationships – Peers 1/2/3 Difficulty in following instructions/requests 1/2/3 Organisation Disruptive Behaviour 1/2 Inappropriate Language 1/2/3 Concentration 1 Turn taking and sharing 1 Difficulty following routines 1 Bullying 1/2/3 Victim 1/2/3 Aggression 2/3 Violence 2/3 Risk Taking Behaviour 2/3 Absconding 2/3 Sexualised Behaviour 2/3 Self-Harm 3 Weapons 3 	Use of Barriers to Progress Document <ul style="list-style-type: none"> Anxiety Stress Barriers – Family/ outside school Barriers – Basic Needs Self Esteem Illness Developmental Delay SEND Lack of Aspiration 	<ul style="list-style-type: none"> Structured, positive environment Positive Role Models Pupils Safe from embarrassment, humiliation, exclusion Treated with dignity and respect Interesting lessons Opportunities for students to engage during learning High quality equipment and resources High expectations for academic and social work Appropriate differentiation Preparation for any change and the need for clear routines Relationship developed with parent/carer Room Arranged to minimise crowding and distraction Teaching and reviewing of LEARNERS' Code to students Prompt or pre-correct students to follow expectations Use of whole school extrinsic reward system Provision of specific, contingent and brief error corrections for academic and social errors Metacognitive discussion about why desired behaviours are important 	Adjustments <ul style="list-style-type: none"> Specific Praise Reinforcement Group Reinforcement Differential Reinforcement Behaviour Contract/ Token Economy – response cost Specific Error Correction Performance Feedback Planned Ignoring Time Out/ Removal of privileges Additional Adult – Group Additional Adult – 1:1 Parental Engagement Visual Timetable Quiet Area Interventions <ul style="list-style-type: none"> Peer Mentoring Positive Play LEGO Therapy Nurture Forest Schools Social Stories Board Games Gardening Because we're worth it Relaxation Box Full of Feelings Therapy Dog

Appendix 5: Rewards System

It is important to celebrate children's achievements. We do this by linking behaviours to our school values:

Our Brimington Junior School Values

Inspire excellence in everyone 	Promote positive relationships 	Model and value good manners 	Make the world a better place 	Spread happiness 
<ul style="list-style-type: none"> ✓ MEET MY TARGETS ✓ COMPLETE EXCELLENT HOMEWORK ✓ NEAT AND CAREFUL PRESENTATION ✓ EXCELLENT IDEAS AND WORK ✓ PUTTING MY HAND UP IN CLASS 	<ul style="list-style-type: none"> ✓ HELP MY PEERS IN CLASS ✓ ASK SOMEONE TO PLAY OR JOIN IN ✓ BE AN EXCELLENT TALK PARTNER ✓ WORK WELL AS A TEAM ✓ SHARE IDEAS OR RESOURCES 	<ul style="list-style-type: none"> ✓ USE PLEASE AND THANK YOU ✓ HOLD DOORS OPEN FOR STAFF AND PEERS ✓ SHOW RESPECT TO ALL ADULTS ✓ USE MANNERS DURING DINNERTIMES ✓ FOLLOW THE LINING UP CODE 	<ul style="list-style-type: none"> ✓ PICK UP LITTER ✓ HELP OR BE PART OF CHARITY WORK ✓ CONTRIBUTE TO ASSEMBLY ✓ TAKE PART IN A CLUB, TEAM, OR PERFORMANCE ✓ HELP TO RECYCLE ✓ KEEP MY CLASSROOM TIDY AND CLEAN 	<ul style="list-style-type: none"> ✓ SMILE ✓ BE A GOOD FRIEND ✓ GIVE COMPLIMENTS AND MAKE OTHERS FEEL HAPPY ✓ SHOW APPRECIATION FOR ADULTS AND PEERS



Dojo points are given (never taken away) to recognise good behaviour/work:

Brimington Junior School Dojo Rewards

Number of Dojo's	Reward for Pupil	Reward for class
100 DOJOS	<ul style="list-style-type: none"> ✓ LEARNING TO LEARN BADGE (BLUE) ✓ CHANGE DOJO MONSTER ✓ 1 PIECE OF STATIONERY FROM HOME 	<ul style="list-style-type: none"> ✓ EXTRA 10 MINUTES OF PLAYTIME
250 DOJOS	<ul style="list-style-type: none"> ✓ LEARNING CHAMPION BADGE (YELLOW) ✓ CHANGE DOJO MONSTER ✓ 1-DAY NON-UNIFORM ✓ ANOTHER PIECE OF STATIONERY FROM HOME 	YOUR CLASS CAN CHOOSE FROM...: <ul style="list-style-type: none"> ✓ SCOOTER PLAY ✓ PE EQUIPMENT PLAY (FRISBEE GOLF, ARCHERY, GOLF ETC) ✓ WHOLE CLASS OWN CLOTHES DAY ✓ FILM AFTERNOON ✓ FUDDLE (EVERYONE BRINGS FOOD FOR THE CLASS PICNIC!) ✓ X BOX TIME
500 DOJOS	GOING FURTHER LEARNER BADGE (ORANGE) <ul style="list-style-type: none"> ✓ CHANGE DOJO MONSTER ✓ COLOURED WHITEBOARD PEN ✓ CHOOSE YOUR LEARNING LOCATION (UPPER SCHOOL) 	
650 DOJOS (TO BE NOMINATED)	LEARNING AMBASSADOR BADGE (RAINBOW) <ul style="list-style-type: none"> ✓ CHANGE DOJO MONSTER ✓ LUNCH WITH A CHOSEN ADULT IN SCHOOL ✓ BRING IN YOUR OWN PENCIL CASE AND EQUIPMENT ✓ EXTRA RESPONSIBILITIES SUCH AS SHOWING VISITORS AROUND SCHOOL 	



ClassDojo

Different behaviours will earn different amount of Dojo's

OUR 5 BRIMINGTON VALUES AND REWARDS

1 Doodle Green Zone	5 Go Further	4 Home Reading	1 Inspire Excellence
1 Make the World a Better...	1 Model and Value Good...	1 Promote Positive...	1 Spread Happiness

Learning to Learn

When I earn 100 dojos:

- I can customise my dojo monster
- I can bring in a piece of stationery from home



Learning Champion

When I earn 250 dojos:

- I can customise my dojo monster
- I can bring in a piece of stationery from home
- I can come to school in non-uniform for 1 day



Going Further Learner

When I earn 500 dojos:

- I can customise my dojo monster
- I can use a coloured whiteboard pen
- I can choose where to learn in school



Learning Ambassador

When I am nominated for my badge, I can:

- I can customise my dojo monster
- I can bring in my own pencil case from home
- I can have lunch with an adult or my choice in school

