



**'Enriching Learning, Enriching Life'**

*John 10:10 '...I have come that they may have life, and have it to the full.'*

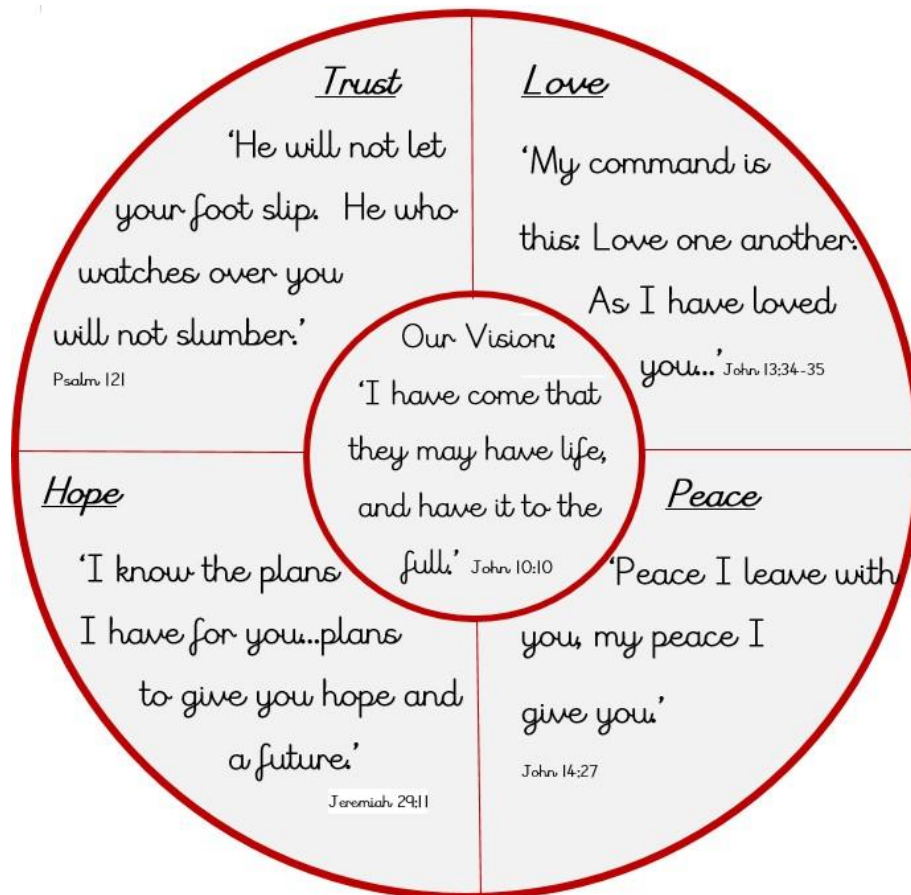
# **Positive Behaviour Policy 2023/24**

<p><b>Developed by:</b> Dawley C of E Primary Academy Staff</p>
<p><b>Approved by:</b> Local Academy Committee Updated version shared and agreed with staff 21-03-23</p>
<p><b>Monitoring and Evaluation:</b> Academy Development Team and Local Academy Committee</p>
<p>Reviewed: March 2023</p>
<p>Review date: March 2024</p>

# Vision

*'I have come that they may have life, and have it to the full.'* John 10:10

Our vision is to develop flourishing, caring children, equipping them with the skills to reach their potential. We believe in a curriculum that enriches lives, ignites interests, and engages children in real-life experience, as global citizens with an inclusive respect for others, readying them for their future, to live life to the full.



All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This Positive Behaviour Policy has been produced by the Academy community working together and it reflects the Christian values promoted in the Academy's mission statement.

This policy sets out the expectations of behaviour at Dawley C of E Primary Academy.

The Local Academy Committee, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and attitudes. We endeavour to educate our children that our choices create consequences, and we teach them how to have ownership of their own behavioural outcomes.

### **Aims and Principles**

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. These are the underlying principles we wish to nurture throughout the Academy:

- Enable effective teaching and learning;
- Treat all members of the Academy community with consideration and respect;
- Value others and be polite and friendly;
- Work hard and try one's best;
- Respect the Academy environment and other people's property;
- Respect the culture and beliefs of others;
- Promote self-esteem and emotional well-being.

The Academy recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in Academy if they are worried and that they will receive a consistent supportive approach.

### **Role of the Pupil**

Our children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts may arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-bullying Policy)

Pupils are expected to:

- Follow the Academy and classroom rules;
- Accept responsibility and the consequences of their actions;
- Listen to and respond appropriately to what adults say.

### **Role of Staff**

Adults in the Academy have an important responsibility to model high standards of behaviour. Adults in Academy are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations;
- Provide a caring and effective learning environment;
- Encourage all pupils, whatever their ability, to achieve their full potential;
- Encourage positive relationships based on mutual respect;
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with other adults and outside agencies as appropriate.

It is the responsibility of all adults to implement the Academy's Positive Behaviour Policy **consistently** throughout the Academy.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

### **Role of Parents**

Parents are expected to:

- Support their child in adhering to the Academy rules and the expectations of good behaviour;
- Ensure that their child fully understands the Academy rules and the consequences of not adhering to them;
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour;
- Discuss any concerns with the class teacher promptly.

### **Role of Local Academy Committee**

The Local Academy Committee of the Academy support the Principal and staff by:

- Promoting the Christian ethos of Dawley C of E Primary Academy where all are equally valued as members of the Academy community;
- Creating an effective partnership between pupils, parents, staff and Local Academy Committee;
- Maintaining a caring, safe and nurturing environment where pupils can flourish;
- Developing a positive reputation in the community;
- Ensuring that the Academy community is safeguarded.

### **Positive Behaviour Management**

Positive behaviour management may be defined as the strategies the Academy employs to promote a well ordered, purposeful Academy community. These strategies underpin the Positive Behaviour Policy.

### **Whole Academy Rewards**

At Dawley C of E Primary Academy we do whole Academy rewards, which is supplemented by individual classroom systems. Whole Academy rewards are:

- House Points – As a child enters Academy they are assigned to a Fellowship group and colour. Every class has a Fellowship House Point chart. This is central to the House System. A child can receive a house point for various things, including demonstrating one of our Core Values, shown the Dawley Mindset, made right choices and show positive behaviour. A tally of points is displayed in the hall over the year and each term a house is awarded a prize for the most house points (this may be a non-uniform day solely for those in that house, or an extended breaktime).
- Dawley Mind Set and Fellowship certificates - Individual pupils who have demonstrated exceptional attributes of our Dawley Mind Set and core Fellowship values will be awarded a certificate at our Friday celebration Worship;
- All staff give verbal praise and are able to award house points.

### **Individual Class Rewards**

Children not only have the whole Academy award system to benefit from, but the Academy staff believe that all classes should benefit from complementary awards which are individual to classes and cohorts. These are developed with the specific cohort in mind, by the adults in the class. (Please see Appendix 2 for Individual Class Information on this).

### **Formulating class rules**

At the start of the Academy, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all Academy members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reminded regularly to the children.

### **Sanctions**

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a ~~one~~ to consider their behaviour, and to consider the Academy Core Values of **Love, Peace, Hope** and **Trust**.

They will be encouraged and helped to make apologies to other children or staff they may have offended, to show they can keep to Academy rules or to make other suitable reparation. However, there may be some children whose behaviour causes particular ~~con~~ or a child's behaviour may fall into a particular category. In these instances, they will normally be disciplined by a sanction.

Categories include:

- disrupting other children's learning;
- deliberate rudeness;
- name calling;
- disregard for Academy rules and procedure.

**(See Appendix-1: Behaviour Ladder)**

## **Lunchtime Arrangements**

Should a pupil behave inappropriately at playtime/lunchtime i.e., not follow instructions from an adult on duty, then sanctions such as Time-Out will be applied.

If behaviour is unacceptable at play/lunchtime, and this will include any form of physical contact that is deliberate and calculated to cause hurt or upset, or any form of verbal abuse. The designated Lunchtime supervisor on duty will discuss actions with the pupil and offer alternative choices. If the behaviour persists the Principal or a senior member of staff will meet with the child to discuss behaviours and options. Incidents will be recorded and these tracked. The Lunchtime Supervisor dealing with the incident should write in the class book and inform the class teacher at the end of the session if this is an extreme or repeated incident or the child is being monitored. The class book will be looked at by the member of staff allocated to the nurture provision for that afternoon.

If a pupil behaves unacceptably on 3 occasions at lunchtime over any two week period parents will be contacted warning them that continued unacceptable behaviour may result in exclusion at lunchtime and inviting them to come and discuss ways of moving forward – this may involve the parent supervising their child at lunchtime play or may exclude that child from the premises at lunchtimes.

## **NURTURE PROVISION**

The academy has an afternoon nurture provision which is run by a member of staff. This provision provides a safe place for those children who may be struggling to engage with learning, need extra support, a brain break, pastoral support or a quieter space to work. The space can also be used to support children in reflection of any negative incidents that may have occurred during the school day.

All visits and callouts are recorded and these are tracked and analysed to look for patterns.

The aim of the nurture room is as a preventative (allowing an allocated member of staff to walk around) rather than just reactive.

## **Severe Behaviour Incidents**

In the event of any of the following, parents will be contacted immediately and requested to remove their child from the Academy Premises:

- Actual physical violence towards any member of the Academy community;
- Taking themselves off of site;
- Repeated verbal or physical abuse (bullying);
- Biting another child or adult;
- deliberate offensive language (including, transphobic, homophobic or racial abuse);
- vandalism;
- theft;
- bullying;
- sexual harassment;
- drug related behaviour;
- carrying a weapon.

This may be recorded as a fixed-term exclusion if deemed appropriate as a sanction.

A meeting will be arranged with the parents to discuss further action and targets agreed for their child, signed by all members.

On returning from fixed term exclusion, the child and parents will attend a reintegration meeting with the Principal to establish actions to avoid a recurrence. However, the Principal may choose to use 'internal exclusion' for between 1-5 days where behaviour is deemed to relate to persistent, low level disobedience.

If the behaviour continues the pupil may move onto a modified timetable, this will be done in cooperation with parents and the local authority. The **Behaviour Support Team** may be informed and an **Early Help Assessment** completed if concerns deem it necessary to provide multi agency support.

If an Individual Behaviour Plan (IBP) is deemed to be necessary, this will be monitored by the SENDCo / Class Teacher / Principal.

Where the pupil is demonstrating increasingly volatile behaviour which is likely to result in further fixed term exclusion. Advice and support will be sought through Fair Access Panel (FAP) and a Pastoral Support Plan (PSP) written.

If the child returns and continues with severe behaviour incidents at this point the pupil is facing risk of permanent exclusion. However, this is considered as the last resort.

### **Racist incidents**

Dawley C of E Primary Academy takes a no tolerance view to racism. All incidents are recorded, reported and investigated according to the Academy's Racist Incidents Recording, Reporting and Investigating Procedures.

**The Academy will record racist behaviour and the LA will be informed.**

### **Guidelines on intervening in fights/disputes**

Through the implementation of this policy we expect fighting to be an extremely rare occurrence. Dawley C of E Primary Academy has a no play fighting rule to support these events occurring.

However, if a child does lose his / her temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Key personnel have been MAPA trained and should be called on for assistance;
- Our first duty is to prevent any harm to any pupil;
- We need to set an example to pupils as to how to handle difficult situations;
- To assess the severity of the situation;
- To send a reliable child for additional help if necessary;
- Verbally to move other children away;
- Verbally separate the children involved – tell them to stop in an assertive voice;
- Standing between the pupils may be appropriate to stop the fight;
- It is Academy policy to intervene and physically prevent a pupil from hurting him / herself or anyone else;
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story;
- We will always listen to children.

### **Leaving the Classroom or Academy Grounds**

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the Academy building and possibly out of Academy grounds, unless this provokes the child to run further. If a child is no longer on the Academy's premises parents will be contacted. If they are not at home the police will be informed that a pupil has left Academy and is at risk. Sanctions for this will be decided by the principal depending upon circumstances

### **The power to discipline beyond the Academy gate**

Disciplining beyond the Academy gate covers the Academy's response to all non-criminal bad behaviour and bullying which occurs anywhere off the Academy premises and which is witnessed by a member of staff or reported to the Academy. The governing body must be satisfied that the measures proposed by the Principal are lawful.

### **Physical Intervention**

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example, if a child is hurting him/herself and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. Key members of staff have been trained with MAPA techniques and will be called to assist if needed. All physical intervention will be recorded.

### **Pastoral care for Academy staff**

If an employee is accused of misconduct and pending an investigation, the Local Academy Committee will instruct the Principal to draw on the advice in the 'Managing Safeguarding Concerns and Allegations' guidance when setting out the pastoral support Academy staff can expect to receive if they are accused of misusing their powers.

## Dawley C of E Primary Academy Behaviour Ladder

### ‘Enriching Learning, Enriching Life’

Positive Strategies	0	Children on task	0	Actions	
<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Body language (smile, thumbs up etc.)</li> <li>• Whole class rewards</li> <li>• Showing good work to the Principal/Vice Principal</li> <li>• Lunchtime stickers</li> <li>• Golden time</li> <li>• Celebration assemblies</li> <li>• Stickers</li> <li>• Positive marking</li> <li>• Star person</li> <li>• Team/house points</li> <li>• Showing work to a partner class</li> <li>• Positive messages sent via Texting Service</li> </ul>	1	Low level disruption including:  Fidgeting; time wasting; swinging on a chair; disturbing other’s learning; calling out; walking around the classroom; not being on task; making rude noises; squabbling during group activities; defacing Academy books.	1	Follow three warning system. After third warning child to be sent to ‘partner’ class.	
	2	<ul style="list-style-type: none"> <li>• Continuous low-level disruption</li> <li>• Answering back</li> <li>• Lack of respect</li> </ul>	2		
	3	<ul style="list-style-type: none"> <li>• Refusal to comply (ignoring adults)</li> <li>• Swearing at another person</li> <li>• Spitting at another person</li> <li>• Fighting</li> <li>• Bullying (name calling, threatening, deliberate exclusion)</li> </ul>	3	<b>All level 3 and 4 behaviours must be recorded on individual behaviour log</b>	Report to P/VP if necessary.
	4	<ul style="list-style-type: none"> <li>• Deliberate vandalism</li> <li>• Biting</li> <li>• Racism</li> <li>• Premeditated violence</li> <li>• Stealing</li> <li>• Bullying (picking on weaknesses, physical violence)</li> </ul>	4		Parent to be contacted – initial meeting with CT with discussion regarding behaviour.  Persistent displays of level 3 requires contact with parents and discussion of next steps in ladder – meeting with CT and P/VP
				<ul style="list-style-type: none"> <li>• P contacts parents</li> <li>• Meet with child/parents/CT</li> <li>• Seclusions/exclusions when relevant (lunchtime, fixed term and permanent)</li> </ul>	



# Serious Incident Report



Child's name:

Date:

Year Group:

Name of adult:

Incident:

Child's signature to show agreement: \_\_\_\_\_

## Targets

1 star \_\_\_\_\_

2 star \_\_\_\_\_

3 star \_\_\_\_\_

Wish: \_\_\_\_\_

Adult with the child signature: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

Parent/career's signature: \_\_\_\_\_



## **The use of reasonable force document.**

### **What is reasonable force?**

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

(ii) 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 student needs to be restrained to prevent violence or injury.

(iii) 'Reasonable in the circumstances' means using no more force than is needed.

(iv) As mentioned above, force can be used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

(v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

(vi) Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **2 Who can use reasonable force?**

(i) All members of Academy staff have a legal power to use reasonable force.

(ii) This power applies to any member of staff at the Academy. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an Academy organised visit.

### **3 When can reasonable force be used?**

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In an Academy, force is used for two main purposes – to control pupils or to restrain them.

(iii) The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **Academies can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts an Academy event or an Academy trip or visit;
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

**Academies cannot:** use force as a punishment – **it is always unlawful to use force as a punishment.**

### Using force

A panel of experts<sup>3</sup> identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

### Staff training

Training is provided for senior staff so that they are able to support staff across the Academy. A senior member of staff will always support other staff across the Academy.

### Telling parents when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved. (see ~~the~~ below)

### What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Academies should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The Academy must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the Academy should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, Academies and local authorities have a duty of care towards their employees. It is important that Academies provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
  - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the Academy;
  - b. When comforting a distressed pupil;
  - c. When a pupil is being congratulated or praised;
  - d. To demonstrate how to use a musical instrument;
  - e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - f. To give first aid.



# Reasonable Force Record



Child's name:	Date:
Year Group:	Name of adult 1: Name of adult 2:
Reason for the reasonable force	
Details of incident	
Other agencies involved – please list with name, title and contact details	
Parent contacted:	
Date:	
Time:	
Meeting with parent and child minutes including sanctions / next steps	
Parent/carer's signature: _____	
Principals signature: _____	
Date: _____	

## **Searching children and confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- 2) Power to search without consent for "prohibited items". School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Prohibited items include, but are not limited to:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If a member of staff suspects that a child is in possession of a prohibited object, the child may be searched.

- This search of a child should be conducted by the Principal, or a member of staff authorized by the Principal.
- The search should be conducted by the same gender as the child, and with another adult (where possible of the same gender).
- Before any search is undertaken consent will be sought from children. If consent is refused, the child will be asked to say why he/she has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a sanction.
- Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as "prohibited items"), the child may be searched without their consent. Advice should be sought from the Principal if this is the case.
- Searching the child's possessions includes searching a child's goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police.
- It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual pupil's parents/carers or guardians will be contacted.

We will always aim to inform parents/carers if we search their child.



Appendix 2:

Details of rewards, sanctions and communication with parents for individual year groups. These are to supplement the whole Academy positive behaviour systems

Year 6		
Rewards/Positives	Sanctions/Consequences	Communication with parents
<ul style="list-style-type: none"> <li>House Points</li> <li>Dawley Mindset</li> <li>Peer Appreciation</li> <li>Positive praise</li> <li>Books as rewards</li> <li>Visit to Principal/Vice Principal to show work etc</li> </ul>	<ul style="list-style-type: none"> <li>Miss breaktime</li> <li>Miss lunchtime</li> <li>Time out of class to calm down</li> <li>Discussion with child away from others</li> <li>Discussion with class (group)</li> <li>Paired classes</li> <li>Access to nurture provision</li> </ul>	<ul style="list-style-type: none"> <li>Adult at the door in the morning and at the end of the school day</li> <li>Call to parents if needed</li> <li>ParentPay</li> <li>Newsletter</li> </ul>
Year 5		
Rewards/Positives	Sanctions/Consequences	Communication with parents
<ul style="list-style-type: none"> <li>House Points</li> <li>Dawley Mindset</li> <li>Peer Appreciation</li> <li>Books as rewards</li> <li>Sticker off Principal / Vice Principal</li> <li>Visit to Principal/Vice Principal to show work</li> <li>Read/present work to the class</li> <li>Individual message – positive PAD</li> </ul>	<ul style="list-style-type: none"> <li>Miss breaktime</li> <li>Miss lunchtime</li> <li>Brain break out of class</li> <li>Paired classes</li> <li>Access to nurture provision</li> </ul>	<ul style="list-style-type: none"> <li>Adult at the door in the morning and at the end of the school day</li> <li>Emails to parents</li> <li>Phone calls if needed</li> <li>ParentPay</li> <li>Newsletter</li> </ul>
Year 4		
Rewards/Positives	Sanctions/Consequences	Communication with parents
<ul style="list-style-type: none"> <li>House Points</li> <li>Dawley Mindset</li> <li>Peer Appreciation</li> <li>Positive praise</li> <li>Sticker if appropriate</li> <li>Raffle tickets given for positive behaviours linked to a prize box</li> <li>(I can get rid of this if it causes problems)</li> <li>Initials next to a smiley face (SEND group)</li> </ul>	<ul style="list-style-type: none"> <li>Verbal Warning</li> <li>If a group/class situation can be tally of</li> <li>Initials on board and tally any minutes owing from lost learning. These can always be earned back – removed with changes of behaviour.</li> <li>initials next to a sad face (SEND group)</li> <li>Paired classes</li> <li>Access to nurture provision</li> </ul>	<ul style="list-style-type: none"> <li>Adult at the door in the morning and at the end of the school day</li> <li>Class Dojo messages</li> <li>Phone calls if needed</li> <li>ParentPay</li> <li>Newsletter</li> </ul>
Year 3		
Rewards/Positives	Sanctions/Consequences	Communication with parents
<ul style="list-style-type: none"> <li>House Points</li> <li>Dawley Mindset</li> <li>Peer Appreciation</li> <li>Star cushion an award for impressive attitude gets to sit on a cushion!</li> <li>Reward spinner: awarded for ace attitude but also earned by reading and ticking off reading loyalty cards.</li> </ul>	<ul style="list-style-type: none"> <li>Missing break</li> <li>Speaking with parents</li> <li>Doing work in their own time</li> <li>Paired classes</li> <li>Access to nurture provision</li> </ul>	<ul style="list-style-type: none"> <li>Adult at the door in the morning and at the end of the school day</li> <li>Calls home when there has been an issue or for a positive</li> <li>ParentPay</li> <li>Newsletter</li> </ul>

<ul style="list-style-type: none"> <li>• Prizes range – lunch pass/hot chocolate/slippers for the day/ star cushion.</li> <li>• Calm corner with a selection of creative toys that can be used: early finishers, carrot for work being done.</li> <li>• Reading corner time</li> <li>• Marvellous maths certificate for desks</li> <li>• Excellent English certificate for desks</li> <li>• Stickers</li> <li>• Positive big ups to parents</li> </ul>		
Year 2		
Rewards/Positives	Sanctions/Consequences	Communication with parents
<ul style="list-style-type: none"> <li>• House Points</li> <li>• Dawley Mindset</li> <li>• Peer Appreciation</li> <li>• Verbal praise</li> <li>• Stickers</li> <li>• Prize box</li> <li>• End of week treat (golden time/lunch in class)</li> <li>• Feedback to parents/carers</li> <li>• Visual colour behaviour system</li> </ul>	<ul style="list-style-type: none"> <li>• Missing play times</li> <li>• Feedback to parents/carers</li> <li>• Visual colour behaviour system</li> <li>• Paired classes</li> <li>• Access to nurture provision</li> </ul>	<ul style="list-style-type: none"> <li>• Adult at the door in the morning and at the end of the school day</li> <li>• Phone calls</li> <li>• Emails via school email address</li> <li>• ParentPay</li> <li>• Newsletter</li> </ul>
Year 1		
Rewards/Positives	Sanctions/Consequences	Communication with parents
<ul style="list-style-type: none"> <li>• House Points</li> <li>• Dawley Mindset</li> <li>• Peer Appreciation</li> <li>• Star if the week certificate</li> <li>• Stickers</li> <li>• Golden time</li> <li>• Visual colour behaviour system</li> <li>• Notes home</li> </ul>	<ul style="list-style-type: none"> <li>• Missing play times</li> <li>• Feedback to parents/carers</li> <li>• Visual colour behaviour system</li> <li>• Paired classes</li> <li>• Access to nurture provision</li> </ul>	<ul style="list-style-type: none"> <li>• Adult at the door in the morning and at the end of the school day</li> <li>• Phone calls</li> <li>• Dojos</li> <li>• Home/school books</li> <li>• ParentPay</li> <li>• Newsletter</li> </ul>
Reception		
Rewards/Positives	Sanctions/Consequences	Communication with parents
<ul style="list-style-type: none"> <li>• Stickers</li> <li>• High-fives</li> <li>• Showing work to other adults/peers</li> <li>• Mr Potato Head</li> <li>• Values stickers</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes sat by adult</li> <li>• Reflect on choices</li> <li>• Visit to Principal / Vice Principal</li> <li>• Missing part of playtime / lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face on gate at beginning and end of day</li> <li>• Home/school books</li> <li>• Reading records</li> <li>• EYFS Twitter</li> <li>• ParentPay</li> <li>• Newsletter</li> </ul>

Nursery		
Rewards/Positives	Sanctions/Consequences	Communication with parents
<ul style="list-style-type: none"> <li>• Positive praise</li> <li>• Stickers</li> <li>• Proud clouds</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking spot</li> </ul>	<ul style="list-style-type: none"> <li>• On the door at drop off and pick up</li> <li>• ParentPay</li> <li>• Newsletter</li> </ul>