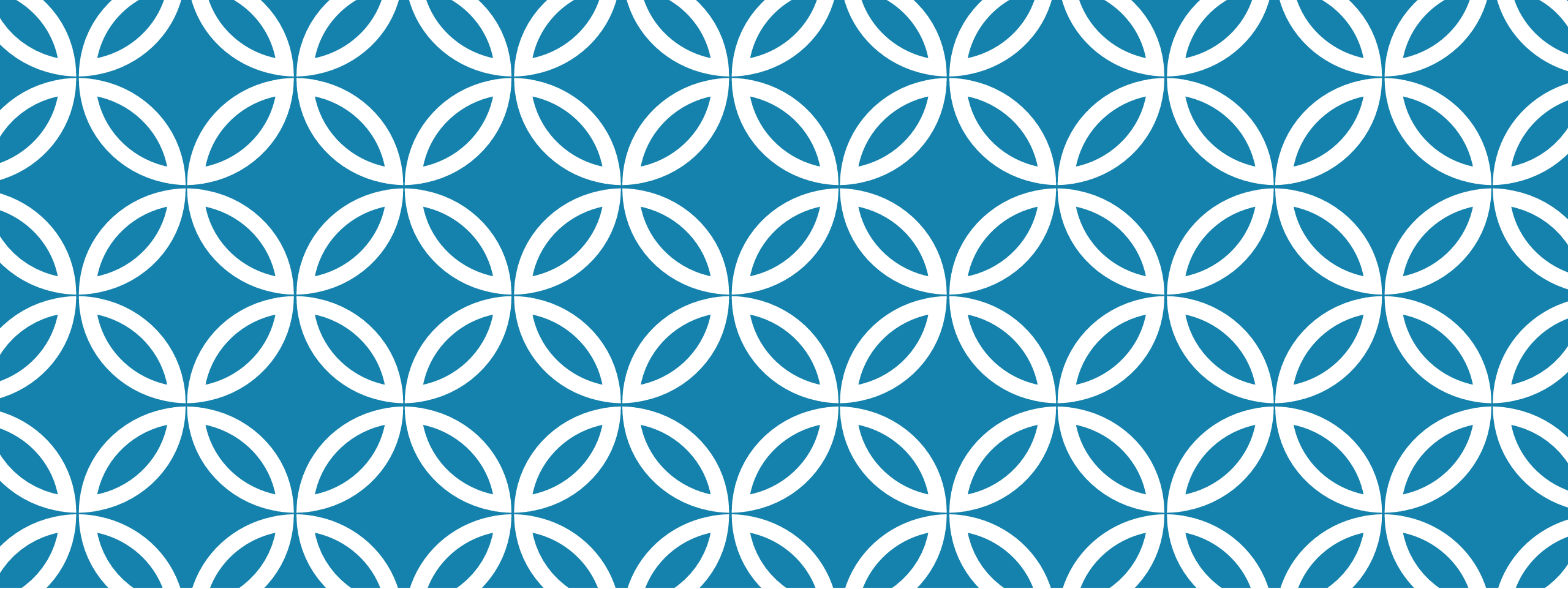




BEHAVIOUR UPDATES MEETING

Tuesday 11th November 2025

IN THIS MEETING

School Vision

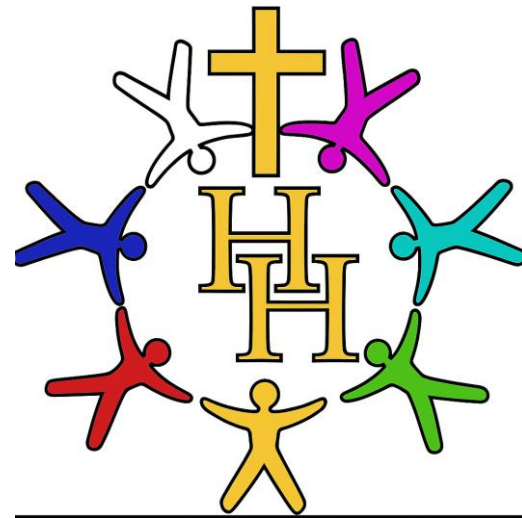
Overview of behaviour in school

Reward systems which are in place

Consequence system

Support moving forward in school

Questions



SCHOOL VISION

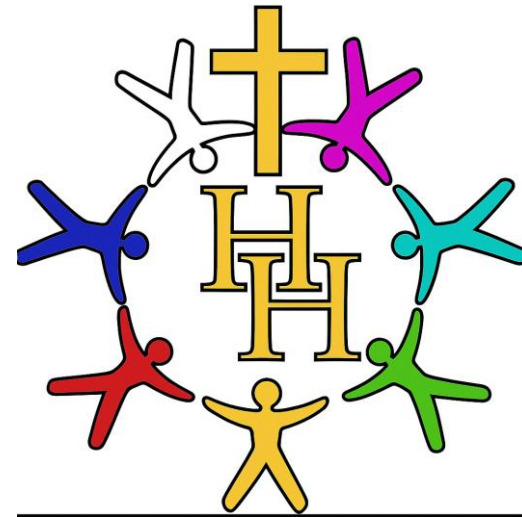
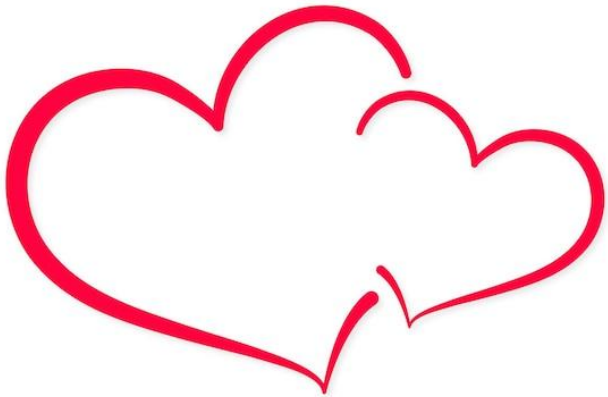
Let all that you do be done in love – 1 Corinthians 16:14

Love for learning

Love for ourselves

Love for one another

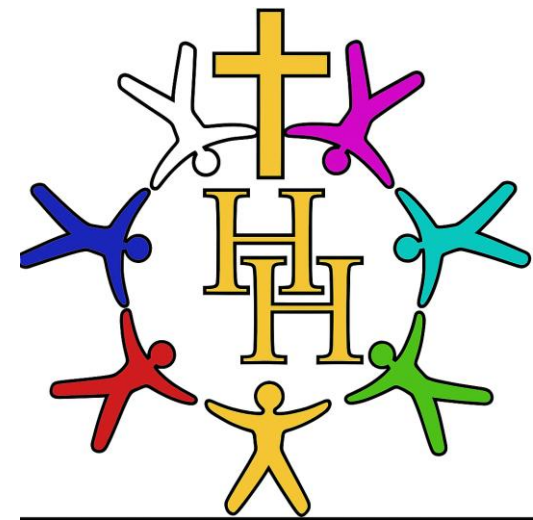
Love for our world



OVERVIEW OF BEHAVIOUR IN SCHOOL

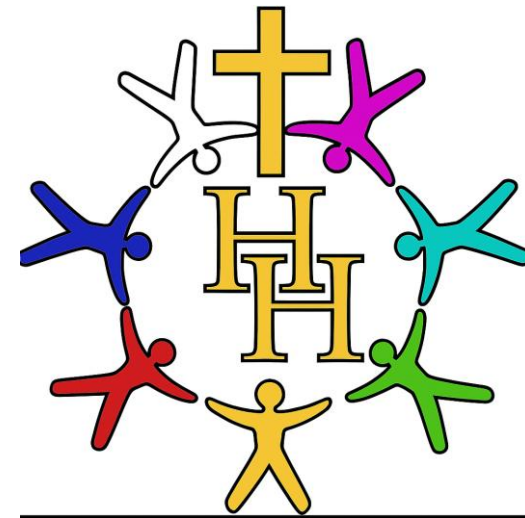
Since starting Hanging Heaton J&I School:

- The children are well behaved and their attitude towards school life is positive, they bring a warmth to school
- Children show respect for each other and for staff
- Children show understanding that everyone is unique
- In class, behaviour is of a very good standard
- Children take care of themselves (appearance) and also the school
- Children understand when they have made a mistake and show an understanding of negative actions = consequences
- Children follow the school rules and realise that positive actions = rewards
- Parents are supportive of school and want the best for their children



REWARDS AT HANGING HEATON

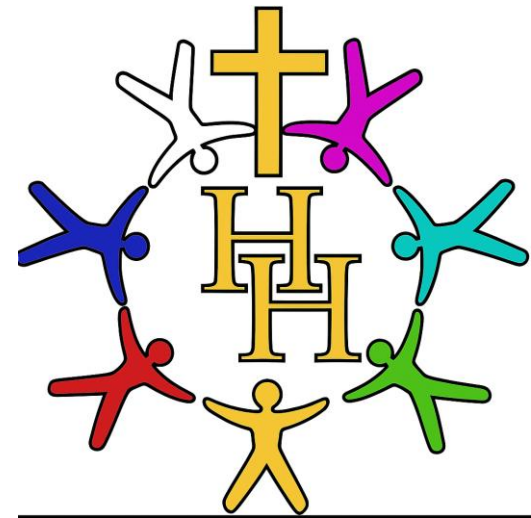
- Weekly Dojo Champion
- Half Termly Dojo Champion
- Termly Dojo Champion
- Star of the Week
- Headteacher Award
- Deputy Headteacher Award
- Lunchtime Munch Award



REWARDS

Class Dojo

- Weekly Champion (Certificates)
- Half Term Champion (Hot chocolate with Mrs Caspell)
- Termly Champion (Smyths Toy Store Voucher)
- House Champions (The house with the most dojo points for the half term are rewarded with additional play time)



REWARDS

Class Dojo – How it Looks



Demo Class



Classroom

Class Story

Chats

Calendar

Dojo Islands

Options ▾

Students

Groups



38

Whole
Class



3

Miss



5

Mr
C



15

Mr
W



5

Mrs
C



3

Mrs
D



1

Mrs
L



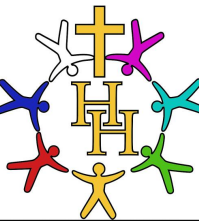
1

Mrs
N



5

Mrs
W



HOW TO GET DOJOS

- Complete Mathletics/SPaG Homework
- Reading 4x per week
- Following the school rules (respect, love for others, looking after school)
- Receiving the lunchtime award
- Being on task in lessons
- Participating in lessons
- Persisting in lessons
- Positive attitude to learning
- Teamwork
- Being ready to learn

The screenshot displays the 'Mr Wildey' app interface. At the top, a purple monster icon is next to the name 'Mr Wildey', with '15 CLASS' and '0 SCHOOL' indicators. A close button (X) is in the top right. Below the header, there are three main sections: 'POINTS', 'PROFILE', and 'Connections'. The 'POINTS' section includes a 'Give a point' button, a 'Redeem points' button, and a 'Points report' button. The 'PROFILE' section shows a grid of achievement cards: '4x Reading' (+5), 'Being Respectful' (+1), 'Looking After Others' (+1), 'Looking After School...' (+1), 'Lunchtime Award' (+1), 'Mathletics' (+1), 'On Task' (+1), 'Participating' (+1), 'Persistence' (+1), 'Positive Attitude to...' (+1), 'Spag Homework' (+1), 'Teamwork' (+1), and an 'Add skills' button. The 'Connections' section shows a 'No family connected' warning with a red exclamation mark icon and a text prompt 'Don't let achievements go unnoticed at home!' with an 'Invite family' button.

Mr Wildey 15 CLASS 0 SCHOOL

POINTS

- + Give a point
- Redeem points
- Points report

PROFILE

Connections

No family connected

Don't let achievements go unnoticed at home!

Invite family

4x Reading +5

Being Respectful +1

Looking After Others +1

Looking After School... +1

Lunchtime Award +1

Mathletics +1

On Task +1

Participating +1

Persistence +1

Positive Attitude to... +1

Spag Homework +1

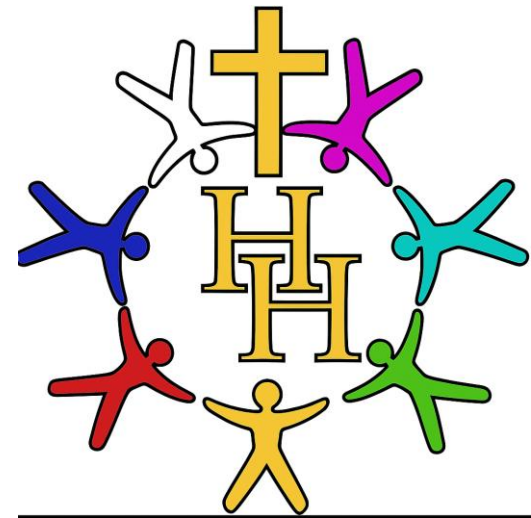
Teamwork +1

Add skills

REWARDS

Star of the Week

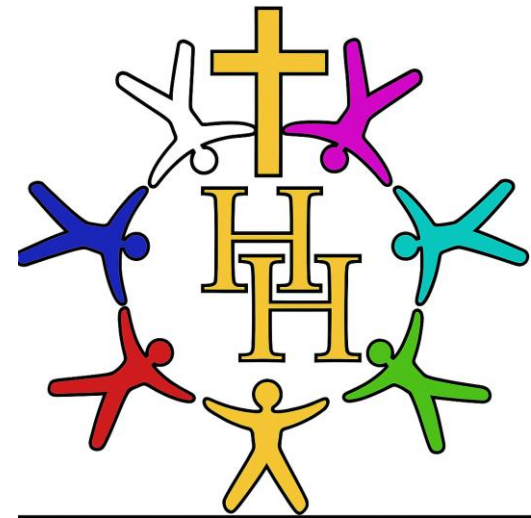
- Recognising children who consistently make good choices and show respect for our classroom and school expectations.
- Celebrating those who demonstrate our core school values in their daily actions.
- Highlighting pupils who set a positive example through their behaviour, attitude, and effort both in and out of the classroom.
- Praising children who keep trying, show resilience, and don't give up when faced with challenges.
- Acknowledging pupils who make connections in their learning and use what they've been taught to improve and extend their work.
- Celebrating kindness, empathy, and supportiveness — children who include others and help make our class a caring community.



REWARDS

Headteacher Award and Deputy Headteacher Award

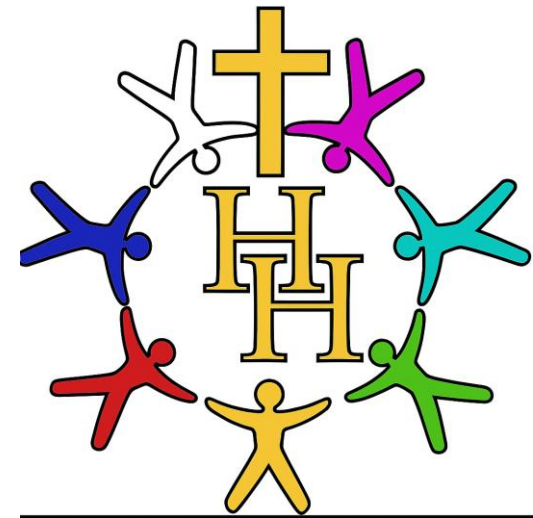
- Showing exceptional effort and commitment to learning.
- Demonstrating perseverance and resilience when faced with challenges.
- Producing outstanding work or making significant progress.
- Consistently showing kindness, respect, and care for others.
- Displaying the school's core values in everyday behaviour.
- Using creativity and curiosity to extend their learning.
- Being a positive role model and setting a good example for others.
- Making a notable contribution to the school community or class.
- Showing a positive attitude and enthusiasm for school life.
- Going above and beyond expectations in both learning and behaviour.



REWARDS

Munch Award

- Using excellent manners consistently during lunchtime.
- Showing a positive and polite attitude while having dinner.
- Demonstrating respect for dinner staff and fellow pupils.
- Following lunchtime routines and school expectations.
- Being considerate and helpful to others in the dinner hall.
- Creating a friendly, welcoming, and positive atmosphere at mealtimes.
- Showing self-discipline and making good choices in the dining area.



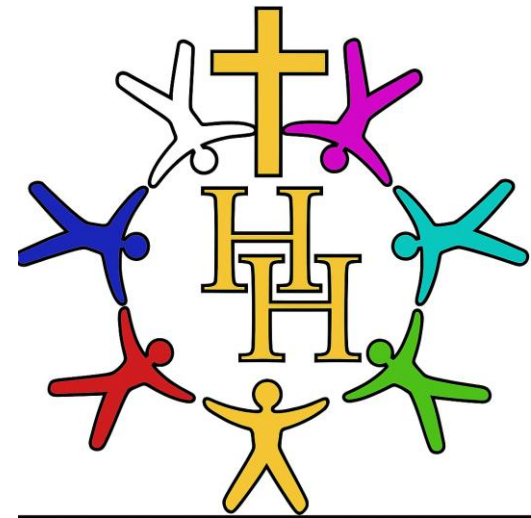
LUNCHTIME AWARD

This award is given out to children at lunchtime by the lunchtime staff.

The children receive an additional Dojo Point and they keep the Lunchtime Award with them until the following lunchtime.

To receive this award the children will show:

- Teamwork – Works well with friends, helps others, and shares resources.
- Good Behaviour – Follows lunchtime rules and listens to adults.
- Manners – Uses polite words, says “please” and “thank you,” and shows respect to peers and staff.
- Positive Attitude – Approaches lunchtime tasks with enthusiasm and kindness.
- Helping Others – Supports classmates who may need assistance.
- Tidiness – Clears up after themselves and keeps the lunch area clean.
- Friendliness – Welcomes new friends and includes everyone in activities.
- Patience – Waits their turn and shows understanding during busy times.



CONSEQUENCE SYSTEM

We have introduced a new consequence system to Hanging Heaton.

Children will be reminded of what is expected during the school day by members of staff throughout the day

There are 4 clear stages for staff in school to use:

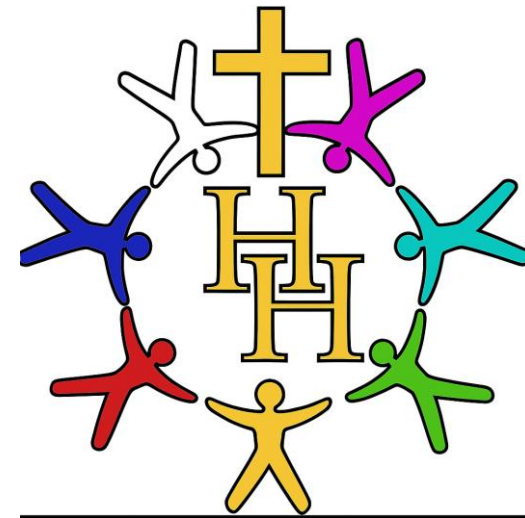
1. Reminder
2. Verbal Warning
3. Written Warning
4. Ticket

This is recorded in each class the stage each child gets in a day.

This isn't on display for the children (we are avoiding the shaming element)

Children can still receive rewards even if they have had a consequence and rewards are not taken off children if they have a consequence e.g. Dojo Points won't be removed

At the end of each day, behaviour is recorded and the next day is a new day



STAGE 1 - REMINDER

- Gentle encouragement in the right direction for what's expected in class/around school.
- Non-verbal cues/acknowledgement

We are currently work on hand signals in school and ensuring this in consistent in each class.

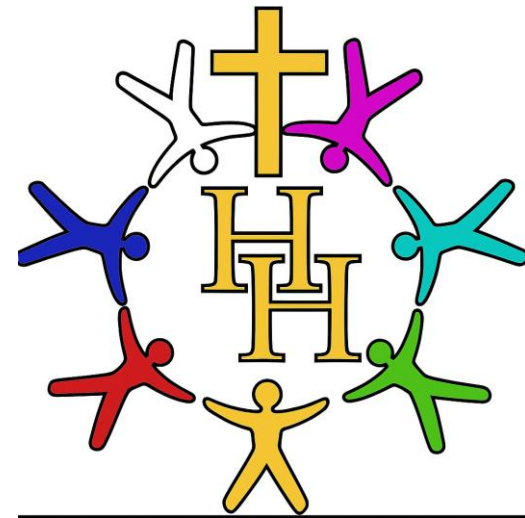
E.g.

To remind to listen – ear tap

To put equipment down – modelling holding a pen and putting it down

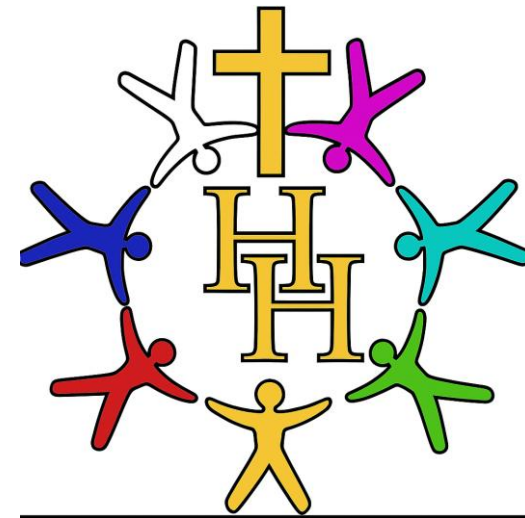
To leave their tray alone – teacher to put the hand on the table

When the child has corrected the behaviour, positive reinforcement (thumbs up/smile)



STAGE 2 — VERBAL WARNING

- A reminder of the rules.
- The adult makes the child aware of their behaviour and the learner has a choice to do the right thing.
- De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
- Repeat reminders if reasonable adjustments are necessary.
- Praise will be given to the learner if they are able to model good behaviour as a result of the reminder.

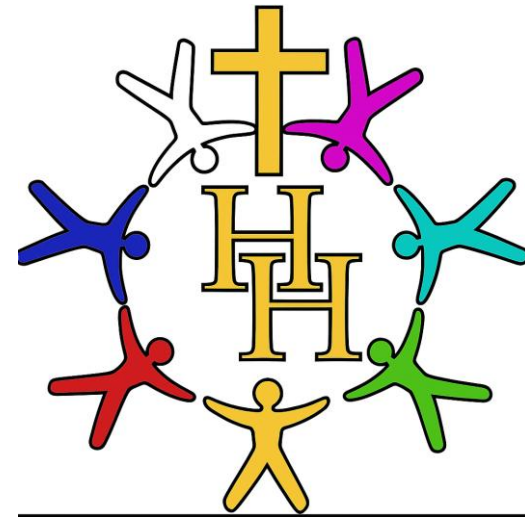


STAGE 3 — WRITTEN WARNING

When a child receives a written warning, this is logged on our school system CPOMs.

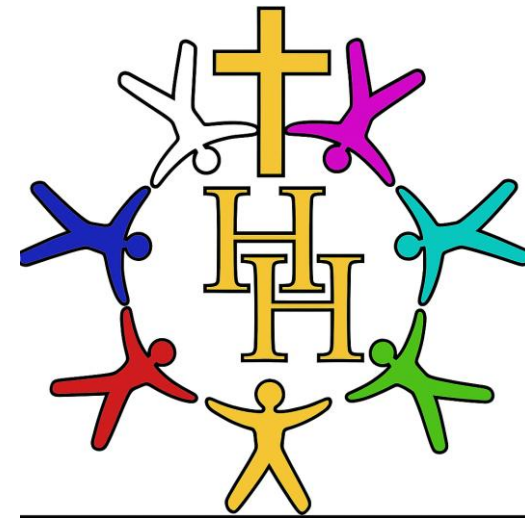
If children are persistently getting Written Warnings, they will have some time with Mr Wildey to talk through seen behaviours

- This is a supportive talk with the child
- The child will then receive regular check ins and any further work which is needed
- Parents will also be notified via a phone call if their child is getting persistent written warnings



STAGE 3 — WRITTEN WARNING

- At the Written Warning stage. Pupil spoke to an adult to give them the final opportunity to engage.
- Offer positive choices to do so and refer to previous examples of good behaviour.
- Time out may be required to deescalate and decelerate.
- Restorative practice will be used with the child



STAGE 3 — WRITTEN WARNING

Restorative Practice: 5 of these questions is usually enough from the following:

What happened?

What were you thinking at the time?

What have you thought since?

How did it make people feel?

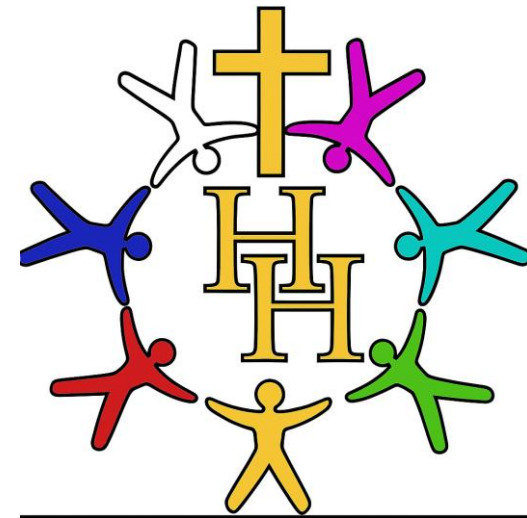
Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

Reset expectations, repair and settle back in

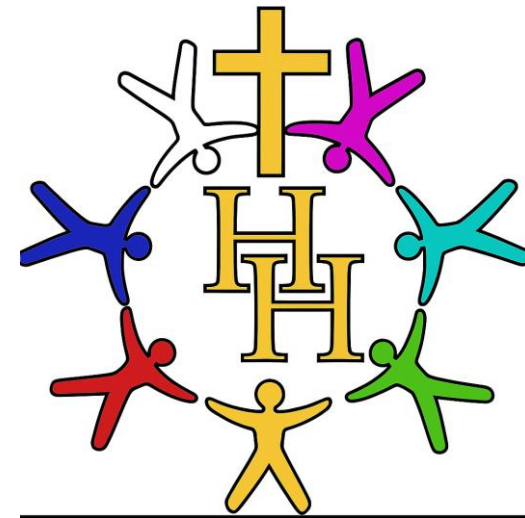


STAGE 3 — WRITTEN WARNING

How it will look:

- At the written warning stage, the behaviours which the child has had a reminder, verbal warning and written warning are now noted on a Behaviour Ticket.
- The aim of restorative practice is to ensure that children don't reach Stage 4 — ticket
- The Written Warning is a visual to make the child aware if their behaviour continues, then they receive the ticket

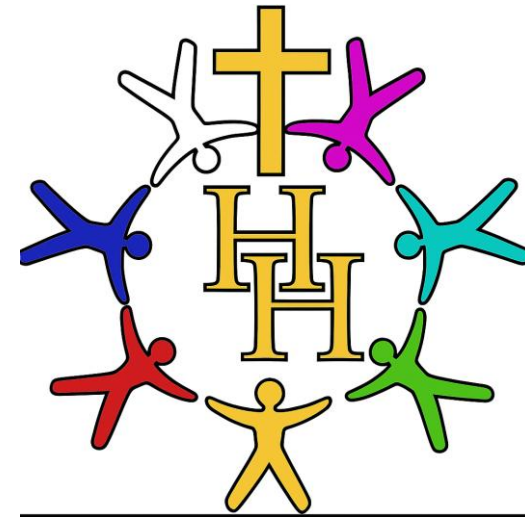
Behaviour Ticket
Mr Wildey
R - talking through teacher input
V - swinging on chair when given reminders not to do this
WW - drawing on a whiteboard during teacher input
Sent by:



STAGE 4 – TICKET

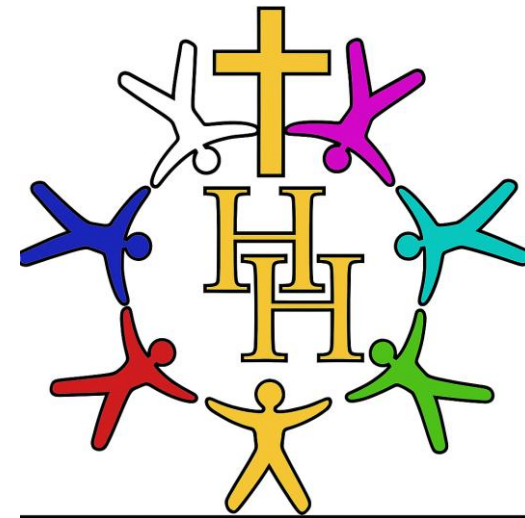
- Child will be sent to a member of the senior leadership team if behaviour continues to not meet the expected standards.
- Parents will be contacted about their child receiving the ticket and the reasons why.
- Any work which the child has not completed in lesson time (due to their behaviour) will be completed at lunch time or that evening, countersigned by parent and returned first thing.
- The latter is to help the child understand that there are consequences and the responsibility for making up for lost learning time is with them and not the teacher.

Behaviour Ticket
Mr Wildey
R - talking through teacher input
V - swinging on chair when given reminders not to do this
WW - drawing on a whiteboard during teacher input
T - continuing to swing on chair
Sent by: Mrs <u>Caspell</u>



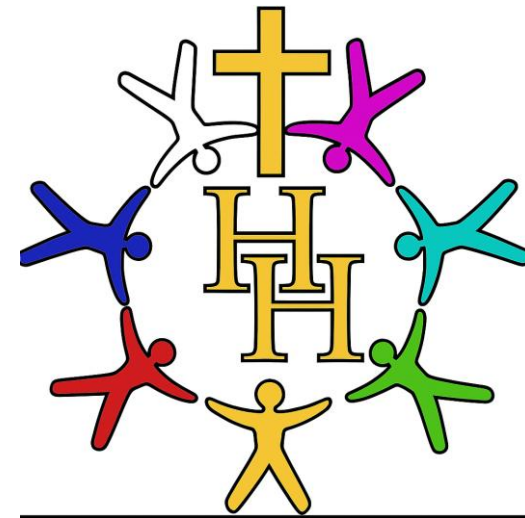
STAGE 4 — INDIVIDUAL BEHAVIOUR PLAN

- If (from monitoring) there is a trend of a child receiving numerous tickets in a week or receiving tickets early in the school day, discussions will be held to put an individual behaviour plan in place.
- The individual behaviour plan still has rewards and consequences



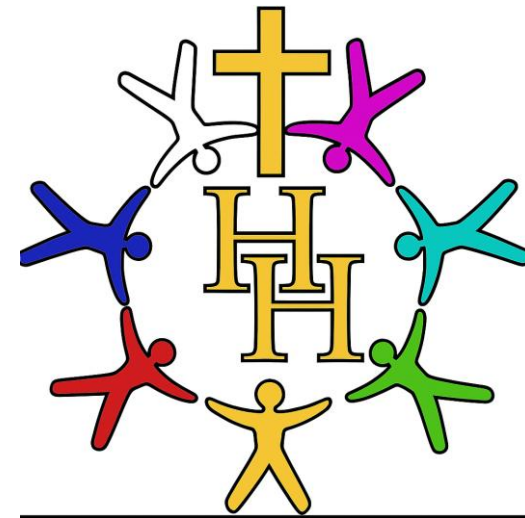
INDIVIDUAL BEHAVIOUR PLANS

- Individual Behaviour Plans (IBPs) are personalised strategies to support a child's specific behavioural needs.
- They help children understand expectations and learn positive ways to manage their behaviour.
- IBPs are created when a child may need extra support to succeed in school.
- They identify triggers for challenging behaviour and set out clear strategies to address them.
- IBPs focus on celebrating successes and encouraging positive choices.
- They are developed collaboratively between teachers, parents, and sometimes external specialists.
- The goal is to help the child feel safe, supported, and confident in school.
- IBPs are regularly reviewed and adjusted to ensure they meet the child's changing needs.



WHAT ARE THE NEXT STEPS

- Continue to develop a strong behaviour culture in school, helping children at Hanging Heaton become outstanding members of the community and beyond, including in sports clubs, playgrounds, and everyday life outside school.
- To monitor behaviour in school
- To refine the school rules
- To provide training for staff on a consistent use of language to be used in school for reward and consequences
- To ensure that staff have Restorative Practice and Emotional Coaching training to support all children in school
- To work with children on a weekly basis with interventions to support them e.g. Lego Therapy, social activities/games
- Staff voice, pupil voice and parent voice
- To ensure the behaviour policy is updated, on the website and available for families to read



QUESTIONS?

- I have shared a lot of information in this session
- If you have any questions I am happy to answer
- If you think of any further questions please don't hesitate in contacting me: dht.hangingheaton@kirkleeseducation.uk
- From myself and Mrs Caspell, thank you all for your continued support.

