

Duke of Bedford Primary School

Behaviour Policy

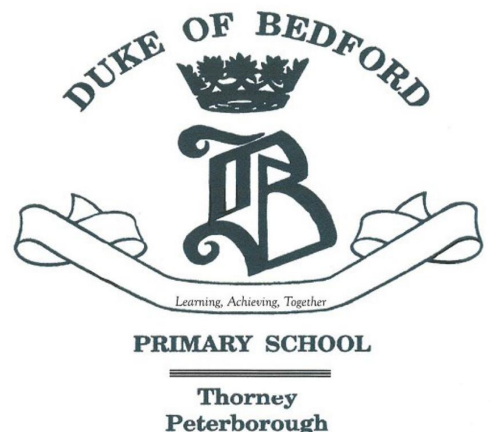
June 2025

Approved by: Full Governing Body

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Reviewed on:

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Contents

1. Introduction
 2. Legislation and statutory requirements
 3. Definitions
 4. Bullying
 5. Roles and Responsibilities
 6. Pupil code of conduct
 7. Rewards and sanctions
 8. Behaviour management
 9. Pupil transition
 10. Training
 11. Monitoring arrangements
 12. Links with other policies
- Appendix 1 Written statement of behaviour principles
- Appendix 2 Behaviour flow chart
- Appendix 3 Behaviour rewards chart

1. Introduction

At the Duke of Bedford Primary school we strive for all children to enjoy their learning within a safe, happy and secure environment. We expect high standards of behaviour from all pupils and staff, which are encompassed in our school values.

HEART Values

Honesty – to own up when something goes wrong or the wrong choice has been made.

Empathy - through showing care and consideration for others.

Achievement – where we praise and recognise good behaviour.

Respect - towards all people, in manner and tone of voice. We also expect care of property - school, personal, and others.

Teamwork - we encourage everyone to cooperate and show good manners.

We know that from time to time, children may not always follow the expectations for behaviour that are set out for them and that there are a number of reasons this may happen. This policy sets out to explain the approaches our staff will take to support pupils who may struggling with their behaviour.

This policy aims to:

- Provide a consistent approach to behaviour management in the school from Reception to Year 6
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Ensure that all adults in the school work through recognised procedures
- Outline our system of rewards, consequences and reflective and restorative approach

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions of behaviour

At the Duke of Bedford School we feel that behaviour fits within three categories: positive behaviour, low level unwanted behaviour and unacceptable behaviour.

Positive behaviour: The aim for all pupils when they are in school.

- Showing kindness
- Manners
- Comforting people
- Showing compassion
- Caring for others
- Consideration
- Sharing
- Teamwork
- Respect
- Resilience
- Being responsible for own actions and words

Low level unwanted behaviour: Demonstrates a possible lack of enjoyment or engagement. It may not directly impact upon the learning of others but could disrupt learning or enjoyment for other pupils.

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards learning and others
- Refusal to participate or follow instructions
- Leaving designated areas without permission

Unacceptable behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour or language
- Possession of any prohibited items. For example:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting, Physical behaviour like interfering with clothes, Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Unacceptable behaviours

Unacceptable behaviours can be separated into two categories. Dangerous – causing harm to themselves or to others, or difficult – a deliberate attempt to impact upon the experiences of others. The following table gives examples of dangerous and difficult behaviours.

Dangerous Behaviour	Difficult Behaviour
Spitting (directly at another) Pushing aggressively Physical violence with intent to harm another person which could include: Pinching, hair pulling, hitting, kicking, fighting, biting, punching Throwing furniture Physical or verbal bullying Leaving the school building Leaving the premises	Not following instructions Throwing small pieces of equipment Talking over adults Stopping other children from learning Making silly noises Swearing Interrupting Refusal to take part Refusal to complete set tasks Refusal to follow instructions Leaving designated learning spaces without permission

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, ridicule, humiliation, intimidation, manipulation, exploitation and coercion
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Verbal: Direct or indirect	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. For example, posting on social media, sharing photos, sending unkind text messages, social exclusion

We recognise that bullying can be a feature of all institutions, including schools. At The Duke of Bedford Primary, there is a zero tolerance to bullying.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy found on our school website.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Treating pupils with respect, avoiding shouting in school
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in a timely and factual manner
- The senior leadership team will support staff in responding to behaviour incidents

5.4 Parents

Parents are expected to:

- Support their child in adhering to our HEART values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

If parents have any concerns regarding the well-being of their child, they should inform the class teacher by making an appointment to fully discuss concerns. The concern will be taken seriously and the following actions taken. The concern will be recorded and investigated. Parents will be invited to keep in regular communication with the school and to discuss the outcome and if necessary, a plan of action will be agreed with the parent and child.

If parents feel concerned about the behaviour of another child, please do not approach that child or their parents on the playground. Please inform the class teacher immediately and we will deal with it following the school procedures.

6. Pupils

Pupils are involved in discussing and setting class rules at the start of the academic year and the whole school rules are discussed in assemblies. Pupils are expected to:

- Behave in an orderly and self-controlled way
- Try their hardest to do their best
- Listen when others (adults and pupils) are talking and do as they are asked
- Be polite, friendly and co-operative
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and consequences

At The Duke of Bedford School, good behaviour will be positively rewarded at every opportunity. We are aiming to create a culture of praise as the best reinforcement and reward for positive behaviour. At our school we use an online system called 'Trackit lights,' to help us record and monitor all behaviour across the school.

Whole class rewards

Each class in school has a marble in the jar system which is used to reward whole class positive behaviour and attitudes. When a class fills their jar, they vote for a class reward which is chosen from a list devised by staff and pupils at the beginning of the school year. This list is the same for all classes in the school to ensure consistent and fair rewards.

Weekly trophies are given to the classes who have achieved the highest attendance for that week.

Team points

When children enter The Duke of Bedford School, they join one of three house teams. During their time in school they will earn team points for their positive behaviours and achievements. Team points are awarded for behaviour or work that is beyond the normal expectation of a pupil at The Duke of Bedford School using an online system called Track it lights. The criteria set for achieving team points is flexible and different criteria can be chosen if the school or staff feel a specific behaviour needs to be improved or celebrated. All staff are able to award team points to pupils for demonstrating positive behaviours. Team point totals will be collected each week and shared in the assembly on a Friday. At the end of the year, the team with the most points will be awarded The Bedford Award. All pupils from Early Years to Year 6 will be allocated to a team and therefore all classes from Early Years to Year 6 will collect team points.

As pupils earn an increasing number of Team points, certificates and medals will be awarded during weekly celebration assemblies.

Headteacher Awards

Each week a minimum of two pupils per class will be presented with a Headteacher's award for demonstrating one of the school's HEART values excellently. Parents will be invited to see their child receive this award in assembly on a Friday afternoon.

School responsibilities

Children who consistently meet high expectations for behaviour and represent the school in a positive way, will be entrusted with leadership responsibilities. At The Duke of Bedford there are opportunities to be part of the school council, ECO team, run child led clubs, complete tasks for our office staff as well as many more ways for pupils to be involved in the way our school operates.

Strategies for managing unwanted or distressed behaviours

As educators we recognise that children may not be able to maintain the high expectations for behaviour that we hold in school 100% of the time. In school we take a restorative and reflective approach to low level unwanted behaviours. If a pupil is struggling to behave as we would expect, our staff will work with them to understand why they may not be able to meet the expectations for behaviour at that particular time. We know that understanding the whole child helps us to understand their communication and behaviours and that immediate sanctions or consequences may not always be the solution. Some behaviours may result from a child being overwhelmed or triggered in some way – in these incidents we may refer to a child's behaviour as being distressed. We use the Trackit Lights system to record unwanted, distressed or dangerous behaviours, so that senior leaders are able to look closely at any pupils who may be struggling with behaviour and look at how we as a school can help individual pupils to be successful over time. Our separate de-escalation policy outlines how staff can support pupils who are displaying potentially dangerous behaviours.

To ensure consistency for all pupils, there are consequences in place which the children understand, for any behaviours deemed as unwanted, unacceptable or dangerous. These consequences are outlined below.

- **1 warning** – Verbal - chance to improve. The member of staff giving this warning will speak with the pupil about their unwanted behaviour and try to encourage a more positive approach.
- **Amber Trackit light** – If a pupil has had a verbal warning and continues with the same unwanted low level behaviour, an amber Trackit light would be recorded. The staff member giving this consequence may ask the pupil to stay at the end of a session (break, lunch, before home time) to speak to them about their behaviour and collaboratively think of a way to avoid this moving forward.
- **Yellow Trackit light**– A yellow Trackit light may be given for continued unwanted behaviour or a one-off incident of difficult behaviour as outlined in the definitions section of this policy. The staff member giving this consequence would ask the child to stay with them (if outside) or stay in the classroom for a maximum of 10 minutes, if they feel the behaviour warrants this. It may be deemed appropriate for the child to go to work in a different classroom or area of the school for a period of time in this instance. If a pupil is in receipt of more than 1 yellow Trackit lights in a 5 day cycle, Mrs Johnson would arrange to meet with that child to look more closely at their school experience and see what further support could be offered. If a yellow Trackit light has been given, parents should be informed on the day in person or via phone call by class teachers, so that a collaborative approach can be taken by everyone around the child.
- **Red Trackit light** –A red Trackit light would only be given to a child where unacceptable or dangerous behaviour had taken place – this would be given in consultation with a member of the senior leadership team. If a child was given a red track it light, a member of SLT would be involved in supporting the child to reflect upon their behaviours and significant levels of support may be put in place to ensure the child is able to return to the classroom successfully.
- **Personal Support Plan** – If a child is struggling significantly with their behaviours in school, it may be necessary for a personal support plan to be put in place. This would be written with the child, parents and staff to ensure a consistent and collaborative approach was taken to support the children with managing and understanding their behaviour in school.

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A warning
- An amber Trackit light
- A yellow Trackit light
- A red Trackit light
- Expecting work to be completed at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a personal support plan if necessary
- Withdrawal from the group or class for the safety of oth
- Fixed term exclusion
- Permanent exclusion

The purpose of consequences are to ensure that children understand when their behaviour is unacceptable and to show that action has been taken when someone has been hurt or upset as a result of another child's behaviour. Where any consequence is given in school, a reflective conversation must be held between the staff member and pupil so that a mutual agreement on how to move forward can be made and a clean slate given.

Fixed term and permanent exclusions

Where any behaviour seriously puts themselves or others at risk, or the learning is severely disrupted, then more serious sanctions will be considered (please see Exclusions policy). These will include fixed term exclusions from school for a period of 1 - 5 days. If the behaviour continues, then the child could be permanently excluded from our school and all necessary support agencies will be informed. A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of ongoing issues or for a 'one-off' incident. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Appropriate DfE and LA guidance will be followed.

The school seeks to reduce the number of incidents leading to exclusion by promoting a positive atmosphere of mutual respect and discipline within the school. The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Victims

It is important that children who have been negatively impacted by the behavioural actions of others feel that their views have been heard. Where other children are involved in behaviour related incidents, staff will ensure these pupils are listened to and feel supported. It may not always be appropriate that other children are informed of consequences or further actions taken in incidents in which they have been involved, however staff will always ensure these children are spoken to, supported and feel able to continue with their learning.

When a moderate or major level incident occurs and involves injury, it is important that accident slips are completed and sent home with the child as is the usual practice. Parents must also be informed verbally either by telephone or after school and the incident will be recorded within the track it lights system.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

Missing activities, loss of playtimes or lunchtimes, risk assessment in place to ensure safety of other pupils, referrals to appropriate agencies for support, contacting children's social care or the police.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, (LADO) where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

Why children need to be well behaved at school

Good behaviour in school enhances a child's self-esteem and helps them to build a positive self-image of themselves. It also enables each child to feel a sense of purpose, achievement and to promote a sense of well-being. The development of self-discipline relies upon a structured, but fair system that creates a pleasant working and playing environment which supports the learning process.

Possible reasons for poor behaviour at school

We accept that there are reasons for a pupil's poor behaviour in school. These reasons may include learning difficulties, low self-esteem and emotional difficulties. Any of these may occur from time to time in a child's life. Such children will be treated in a manner appropriate to their individual needs which may be on a short or long term basis.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a safe and stimulating environment that encourages pupils to be engaged
- Display and discuss their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

We have a separate positive handling policy where more detail on this can be found.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Our behaviour rewards and sanctions are followed in every classroom in the school, ensuring that pupils understand the expectations at all times.

10. Training

Our staff are provided with training on managing behaviour, including selected staff being trained in the proper use of restraint. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

- Anti-bullying Policy
- Allegations against staff policy
- De-escalation policy
- Positive handling policy

Appendix 1

Written statement of behaviour principles

Good behaviour should be promoted through the development of a positive environment and ethos, together with high quality teaching and learning, and procedures which:

- encourage pupils to have respect for themselves, for their peers and for adults;
- encourage pupils to have a respect for the rights of others, including teachers;
- encourage pupils to have a respect for the property of others, including the school;
- encourage pupils to be accountable for their own behaviour;
- encourage self-discipline and self-control;
- strongly discourage aggressive behaviour of all kinds;
- place importance on reinforcing positive behaviour more than punishing misbehaviour;
- increase and widen pupil's sense of belonging in the school community;
- ensure fair and honest treatment and place an emphasis on attempts to identify and address causes for misbehaviour rather than just treating symptoms;
- encourage the partnership between school and home through the early involvement of parents of a pupil who is persistently difficult.
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The general principles may be summarised as:

- respect for people,
- respect for property and
- respect for the school.

Items which are illegal or considered dangerous are not allowed in school and will be removed from any pupil bringing such items to school.

Isolation (internal exclusion) may be used, if authorised by the Headteacher, Deputy Headteacher or Assistant Headteacher, for disruptive or violent behaviour. It may be used immediately or as a consequence for the behaviour the following day. It can last for anything from 10 minutes to a full morning or afternoon. Parents will always be informed.

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. LA guidance will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion. Parents will be informed and involved in the preparation of the plan. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

Appendix 2 – Behaviour rewards chart

Team points	<p>Team points will be given out to pupils who go above and beyond with their behaviour and attitude in school.</p> <p>Teachers may reward excellent work, effort and achievements and behaviour that demonstrates our HEART values with team points.</p>
Heart points	<p>As pupils collect team points, the adults in school will keep track of how many the children have in total. Every 5 team points becomes a heart point and for every 25 heart points earned, an award is received.</p>
Marbles in the jar	<p>Each classroom has a marble jar where collective positive behaviour and attitudes will lead to marbles being added to the jar. Once the jar has been filled, the class will vote for a reward from a list of options agreed at the start of the year by teachers and pupils.</p>
Electronic postcards	<p>Staff will send home electronic postcards to the parents and carers of pupils who have been recognised for their positive behaviour or contributions to school.</p>
Headteacher's awards	<p>Each week 2 pupils from each class are chosen to receive a Headteacher's award for exceptional behaviour, effort or achievement.</p>
Other positive reinforcement rewards	<p>Class teachers and adults in school may use stickers to reward positive behaviours in school.</p>