



Draft Behaviour Policy

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This policy pays due regard to the equality act 2010 – including aspects of safeguarding and Special Educational Needs and Disabilities (SEND). It relates directly to our safeguarding policy, online policy and

our behaviour expectations which applies to all members of our school community. It also takes into consideration Keeping Children Safe in Education (Sept 2025).

This policy complies with section 89 of the Education and Inspections Act 2006 which states that the Headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

Overview

Good behaviour is central to all we do in our school. High standards of behaviour will be expected and always promoted in lessons and throughout every aspect of the school's life. All members of staff will set high standards, wherever they are in school, and learners will be given clear guidance on what is expected of them. The school's expectations will be learned and followed by all, based on positive relationships with rewards and consequences used to underpin and reinforce good behaviour.

Rewards will be focused more intrinsically to help foster and develop an ethos where children do things for themselves and a sense of pride, rather than for any extrinsic gain. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Much of our behaviour is the result of conscious and unconscious choices. In using the language of choice, we enable children to become more aware of the choices they can make. All of our choices lead to consequences. These can be positive or negative.

Individuals must know the consequences of an action, if they are to make an informed choice. To emphasise a given behaviour or expectation promotes it further – so to emphasise positive behaviours/ expectations is better than highlighting the negative. With this in mind, we will:

Praise Positivity Publicly And Discuss Disappointment Discretely

This underpins our philosophy that highlighting positive behaviour will lead to the 'ripple effect' or self-fulfilling prophecy being used in a way that promotes self-regulation. In conjunction with this, we will promote the required behaviour through the use of the term 'expectations'. This promotes a more intrinsic, achievable and expected standard of behaviour, which we hope will be internalised thus promoting self-regulation and owned standards. Our common language will always refer to these expectations.

Objectives

1. To create an ethos of good behaviour in school; ensuring that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children understand that good citizenship is based upon tolerance and a respect for others.
4. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To use good behaviour to promote community cohesion, and children being highly considerate to their peers, adults in school and others.

Strategies Overview

At Hunter's Bar Infant School, we aim to be...

'In the right place, at the right time, doing the right thing'

Through being a Hunter's Bar Infants citizen and following the 3Bs:

- **Be respectful**
- **Be responsible**

• Be safe

1. All children will be taught the meaning and principles of the expectations during the day to day life of the school, as well as in assemblies and through our curriculum & PSHE/RSE curriculum.
2. All staff will set and expect high standards of behaviour both in lessons, around the school, and at all other times they are with children. Each member of staff is responsible for the good behaviour of all children within all environments.
3. The children will be communicated with in a firm but fair and discrete manner when expectations are not met. Each member of staff is to 'always and consistently' make sure the child knows that their inappropriate behaviour is a CHOICE and they are making the WRONG CHOICE. They may need support understanding WHY their choice is wrong.
4. The rewards and consequences will be used sensitively, sensibly and consistently by all staff to encourage and promote good behaviour. Praise and reward should be whenever appropriate for pupils' work, attitude and conduct.
5. Where a member of staff needs additional support with a behaviour issue or problem they will discuss it with the Learning Mentor, who may decide to involve another member of the Senior Leadership Team (SLT), or Headteacher who will agree an appropriate strategy of help and support.
6. The Class Teacher/Learning Mentor/member of SLT/SEND Coordinator (Co)/Headteacher will involve parents/carers at an early stage where a child is experiencing problems with behaviour. When there is a serious problem with a child's behaviour, Learning Mentor/Headteacher/SENDCo will, where appropriate, involve outside agencies.
7. In extreme cases, a child's behaviour or failure to respond to help, support and other consequences may result in the child being suspended from school by the Headteacher in accordance with the statutory guidance from the Department for Education '[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)'. Guidance for maintained schools, academies, and pupil referral units in England (August 2024).
8. To give children, the skills they need to deal with any form of conflict, or uncomfortable situation, they will be taught to warn the perpetrator that what they are doing or saying is not liked, and the child should ask the perpetrator to 'STOP' and place their hand out in front of them. This way we are promoting the act of self-regulation on both levels, which we consider to be life skills. If this is unsuccessfully, we teach the children to seek the nearest adult to support the situation.

Outcomes

- This policy will promote the excellent ethos of the school.
- It will ensure that children and staff feel safe and secure as well as happy and that they enjoy coming to school.
- It will underpin excellent teaching, learning and progress.
- It will promote the high standards and high expectations set out in the School's Aims and Anti Bullying Policy, and ensure consistency in application.
- It will be used to promote community cohesion and inclusion.
- Staff will be clear of the systems and strategies.

Behaviour Curriculum

Our PSHE/RSE curriculum is the driver for developing our children's knowledge of emotional literacy and managing behaviour. It is underpinned by the Zones of Regulation. In addition, our Wellbeing Action Group

(WAG) (see Appendix 5) meet monthly to reflect on, plan and implement strategies that support positive behaviour, mental health and wellbeing of our whole school community.

A Zones of Regulation School

The **Zones of Regulation** is a structured approach that helps children understand and manage their emotions, behaviour, and sensory needs. It categorises emotions into four colour-coded zones to support self-regulation and emotional awareness.

- **Blue Zone** – Feeling tired, sad, sick, or low energy.
- **Green Zone** – Feeling calm, happy, focused, and ready to learn.
- **Yellow Zone** – Feeling excited, anxious, frustrated, or slightly out of control.
- **Red Zone** – Feeling overwhelmed, angry, terrified, or out of control.

We use the Zones of Regulation across the school to help children:

- Recognise their emotions and identify which zone they are in.
- Develop strategies to self-regulate and move towards the **Green Zone**, where they are ready to learn.
- Understand that all emotions are normal and that different zones are part of everyday life.
- Learn and practise calming strategies such as deep breathing, movement breaks, or talking to an adult.

Children are taught about the Zones through **class discussions, visual prompts, and emotional check-ins** throughout the day. Staff support pupils by modelling self-regulation strategies and creating a safe environment where children feel confident discussing their emotions.

By embedding the **Zones of Regulation** in our behaviour policy, we encourage positive mental well-being, emotional literacy, and a supportive learning environment for all children.

A Trauma Informed School

We follow **Trauma Informed Schools UK (TISUK) practices** to create a safe, nurturing environment where all children can thrive. We recognise that some pupils may have experienced adverse childhood experiences (ACEs) or trauma, which can affect their emotions, behaviour, and ability to learn. Our trauma-informed approach ensures that these children feel supported, understood, and valued.

Key Principles of Trauma-Informed Practice

Our school follows the core principles of TISUK, which include:

- **Creating Safe and Trusting Relationships** – Staff build strong, positive relationships with pupils, ensuring they feel safe and secure at school.
- **Emotional Regulation and Support** – We help children understand and manage their emotions through **co-regulation**, calming strategies, and personalised support.
- **Understanding Behaviour as Communication** – Instead of viewing behaviour as a challenge to be punished, we see it as a form of communication, helping us to identify underlying needs.
- **Restorative Approaches** – When conflict occurs, we use restorative conversations rather than punitive measures to repair relationships and build emotional resilience.
- **Empathy and Compassion** – All staff approach children with kindness, validating their feelings while teaching them appropriate ways to express emotions.

How We Implement Trauma-Informed Practices

- **Emotionally Available Adults (EAs)** – Staff are trained to offer support to children who may need time, space, and guidance to process their emotions.
- **Regulation Areas** – Calm spaces are available for children who need to reset before re-joining learning activities.
- **Whole-School Language and Approach** – Staff use **consistent, nurturing language** to help children feel safe and understood.

- **Ongoing Training and Support** – All staff receive training in trauma-informed practices to ensure a consistent approach across the school.

By embedding TISUK principles into our behaviour policy, we ensure that all children, especially those with difficult life experiences, receive the emotional and relational support they need to succeed.

Emotional Literacy Support Assistant

We are committed to supporting the emotional well-being of all children. As part of this commitment, we have a trained **ELSA (Emotional Literacy Support Assistant)** who works with pupils to help them understand and manage their emotions, develop social skills, and build resilience.

What is an ELSA?

An **ELSA** is a specialist teaching assistant trained by educational psychologists to support the emotional development of children. Their role is to provide targeted support in a **safe, nurturing, and non-judgmental environment**, helping children to develop the skills they need to manage their emotions and behaviour effectively.

How ELSA Support is Used in Our School

Our ELSA works with children individually or in small groups to support them in areas such as:

- **Emotional Awareness** – Recognising and understanding different feelings.
- **Self-Regulation** – Learning strategies to manage emotions and behaviour.
- **Social Skills** – Developing positive relationships and communication skills.
- **Loss and Bereavement** – Supporting children through difficult life experiences.
- **Self-Esteem and Confidence** – Building a positive self-image and resilience.

The ELSA Approach

- **Child-Centred** – Sessions are tailored to meet the specific emotional needs of each child.
- **Nurturing and Supportive** – The ELSA provides a **safe space** where children can talk openly and feel heard.
- **Practical Strategies** – Children are taught techniques such as breathing exercises, positive self-talk, and problem-solving to manage emotions effectively.
- **Collaboration with Staff and Parents** – The ELSA works closely with teachers, parents, and external professionals to provide consistent support.

While ELSAs provide valuable emotional support, they are **not counsellors or therapists**. If a child requires more specialised intervention, we will work with families to seek additional support from external services.

By integrating ELSA support into our behaviour policy, we ensure that all children feel emotionally supported, valued, and ready to engage in learning.

Unconditional Positive Regard

We are committed to fostering a positive and supportive school environment where every child feels valued, respected, and safe. A key principle of our approach to behaviour and emotional well-being is **Unconditional Positive Regard (UPR)**. This means that all children are accepted and supported **without judgement**, regardless of their behaviour, emotions, or background.

What is Unconditional Positive Regard?

Unconditional Positive Regard is an approach rooted in respect, empathy, and acceptance. It means that:

- Every child is seen as **inherently worthy and capable** of growth and success.
- Children's emotions and behaviours are understood as **expressions of their needs**, rather than something to be judged or punished.
- Staff provide **consistent warmth, encouragement, and support**, even when managing challenging behaviour.

- Mistakes are viewed as opportunities for learning, not reasons for rejection or exclusion.

How We Use Unconditional Positive Regard in School

- **Building Strong Relationships** – Staff take time to form **trusting, supportive relationships** with every child.
- **Separating the Child from Their Behaviour** – We ensure children know they are **loved and accepted**, even when their behaviour needs addressing.
- **Using Restorative Practices** – Instead of punitive discipline, we use **restorative conversations** to help children reflect, repair, and move forward.
- **Providing Emotional Support** – Children are supported in **identifying, expressing, and regulating** their emotions in a healthy way.
- **Consistent, Predictable Responses** – All staff use **calm, nurturing language** to reinforce safety, stability, and trust.

The Impact of Unconditional Positive Regard

By embedding **Unconditional Positive Regard** into our behaviour policy, we create a school culture where:

- Children feel **secure and valued**, improving their confidence and emotional well-being.
- Pupils are **more engaged in learning**, knowing they are supported even when they struggle.
- Behaviour is managed through **understanding and guidance**, rather than fear or punishment.
- **Resilience and self-regulation** are developed, preparing children for success both in school and beyond.

By treating every child with **unconditional respect and care**, we help them develop into emotionally healthy, confident, and compassionate individuals.

How ELSA, TISUK, Unconditional Positive Regard and The Zones of Regulation Approaches Work Together

These four elements form a cohesive and effective platform:

- **Creating Trust and Safety:** TISUK's trauma-informed approach ensures children feel safe enough to express their feelings and seek support when needed.
- **Building Emotional Understanding:** ELSA's targeted support enhances children's ability to identify and manage their emotions, aligning with the Zones' focus on emotional awareness.
- **Fostering Respect and Acceptance:** Unconditional Positive Regard ensures children are accepted and valued, which encourages openness and honesty about their feelings.
- **Developing Self-Regulation Skills:** The Zones of Regulation provides children with practical tools to recognise their emotional state and apply strategies to regain calm and focus.

	Low level L1	Mid-level L2	Severe level L3
Behaviours	• Not listening • Not following instructions • Disrespectful • Low level behaviours	• Violence • Repeatedly Disrespectful • Intentionally Rude • Repeated Inappropriate Behaviour	• Extreme violence (intentional/targeted inc spitting) • Persistent bullying • Threatening behaviour – weaponry • Absconding

Actions	Everyday management Initial reminder ‘That’s Twice’ – have a turnaround restorative conversation/move/adjust environment Quickly addressed No follow up required	Mid – removal from class / internal suspension – restorative conversation with a member of SLT or a TISUK/ELSA team member Red card / Phone / Walkie Talkie Class teacher / SLT Call home or meet adult at the end of the day Record on the Child Protection Online Monitoring System (CPOMs)	High – Suspension/ Permanent Exclusion Red card / Phone / Walkie Talkie SLT call home / Letter of Suspension Record on CPOMs
Script	Rule reminders “I need....thank you” “When....then...” “What/where” – not why		

Together, these approaches cultivate a respectful, understanding, and emotionally healthy environment. Children learn that their feelings are valid, that they are supported unconditionally, and that they have the skills and strategies to manage their behaviour positively.

By integrating TISUK, ELSA, Unconditional Positive Regard, and the Zones of Regulation into our Behaviour Curriculum, we create a nurturing platform that promotes emotional literacy, resilience, and positive behaviour. This approach helps children develop into confident, self-aware, and compassionate learners who are ready to succeed both academically and socially.

Addressing Behaviour – A Restorative Approach

Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.

During learning time children are reminded about the expectations for behaviour. If they do not follow these, they are given a warning. Staff will give a second warning using the terminology ‘that’s twice’. If the behaviour continues, they will partake in a restorative conversation.

Any aggressive or violent behaviour results in a child having a restorative conversation with their teacher. If poor behaviour continues after the conversation, they will see the Learning Mentor, SENDCo, Assistant Headteacher, Deputy Headteacher then Headteacher.

Staff meet daily to discuss children’s behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child’s behaviour with their parent/carer. **An individual support**



Restorative Conversations – only take place when a child is regulated.

Why?	When and where?	Restorative Conversation with?	Next Step	Parental Communication
Repeated Level 1 Behaviour	On the same day of the event. Classroom Based- in a child's own time	Teacher or TA	Resolved and continue school day	Only if this is a reoccurring pattern of behaviour
Level 2 Behaviour	On the same day of the event. Safe, quiet and private space outside of the classroom.	SLT TISUK Trained Staff ELSA	Record restorative conversation on CPOMS using Creating Inclusive Provision (CiP) toolkit Reintegrate into class	Telephone call or Face to Face conversation at the end of the day.
Level 3 Behaviour	On the same day of the event. Safe, quiet and private space outside of the classroom.	SLT	Record restorative conversation on CPOMS using CiP toolkit If there is a suspension the restorative toolkit is included in the suspension letter for adults to complete at home.	SLT phone call Suspension Letter.

WINE (I wonder, I imagine, I notice, empathy)

- I wonder if... (e.g. you could tell me what happened).
- I imagine... (e.g. that made you feel happy, sad, excited etc).

- I notice... (e.g. that made you change how you feel).
- That sounds... (e.g. terrible, no wonder you are upset, amazing no wonder you feel so proud). (empathy)
- Will you help me understand x?... (e.g. how that made you feel when that happened to you, how that made you feel to react the way you did).
- This is what I understand from what you have said...(repeat back, ask am I right?).
- Resonate with the child...(I can see that made you feel angry/sad/etc., I wonder how X was feeling at that time too).
- I wonder what you could do if it happens again...(encourage positive strategies, model expected behaviour and/or what you would do).
- I'm really proud that... (e.g. you had the courage to let me know that).

END ON A POSITIVE HOWEVER SMALL.

Three Parts to Saying Sorry.

- 1. Saying it.**
- 2. Meaning it**
- 3. Showing it**

Management of More Challenging Behaviour

For some children who exhibit more challenging behaviour, a more appropriate strategy will be developed in line with the behaviour policy and using the advice of the Learning Mentor and SLT. This process will involve Class Teacher's, support staff, Learning Mentor and/or SENDCo, Assistant Headteacher, Deputy Headteacher and Headteacher. On occasion it will involve the support and guidance of outside agencies. When appropriate, staff will be trained in positive handling techniques. It is the Class Teacher's responsibility to highlight these children to the Learning Mentor and SLT through the use of CPOMs.

This enables more appropriate support strategies to be developed and put in place. It is also a requirement that these children are identified and supported with an Individual Behaviour Support Plan (IBSP) created by Class Teacher/Learning mentor /SENDCo/SLT.

Use of Restraint - Power to Use Reasonable Force

All staff members are aware of the regulations regarding the use of force as set out in the DfES Circular 10/98 relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. This section allows teachers and others who are authorised by the Headteacher to use such force as is reasonable to prevent or stop children:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own.
- Engaging in any behaviour prejudicial to maintaining good order in class, or elsewhere (this applies on school premises or elsewhere when in lawful charge of children).

It can also be used to help teachers maintain good order and discipline. For example, if a child refuses to leave a classroom, it may be reasonable to lead them by the arm – or it may be reasonable to carry a distressed young child out of the classroom to a place where they can calm down. Contact will be made with parents/carers to report any significant incident where a member of staff has used force. The incident will be recorded on CPOMs.

For any behaviour which gives cause for immediate concern, the Headteacher will be involved, and the parents/carers informed immediately by phone, letter or both. More often than not, parents/carers will be required to come immediately into school.

Appropriate consequences will be discussed and imposed with relevant staff and parents/carers. The child will become involved so that the support/consequences are explained.

Suspensions

Types of suspensions include:

Internal suspension – child is Isolated within the School for a set period of time;

Suspension – child is excluded from the School for a set period of time;

Permanent exclusion – child is excluded from the School permanently.

Suspensions are a last resort for our pupils, however pupils who are a considerable danger to keep in school will be suspended for an appropriate number of days. **If any child intentionally hurts a member of staff or other child resulting in them becoming visibly or significantly injured, then this means the Headteacher will consider if the child needs to be suspended from school in the best interests of other children and staff.**

The school works hard to not suspend pupils as we know it does not always have an improved impact on behaviour. However, the Headteacher reserves the right to make this decision based on the best interest of the whole school. If the incident resulting in the suspension happened in the morning, the child will be collected from school and the afternoon session for that day will always be recorded as a 0.5 day exclusion (one session).

It is the responsibility (as per recent legislation) of the parent/carer to ensure that their child is not present in a public place in school hours during this suspension unless there is reasonable justification for this. Support is provided for pupils to catch up on missed work when the child returns to school, but this needs to be formally requested by the parents/carers.

For some children, as a last resort, the option of suspension will be a necessary course of action. The type of suspension is the Headteacher's decision. It will be based on the severity of the behaviour and the most appropriate suspension to affect a change in behaviour, as well as the Health and Safety of adults and children within the School. The Chair of Governors will be notified.

The most serious penalty of permanent exclusion is only used by the Headteacher under the most extreme circumstances, where all other sanctions have failed to have a lasting effect on the behaviour of a pupil, or where to do otherwise, would seriously affect the health and safety of the child themselves, other pupils or members of staff. There are also situations where a suspension may not be a suitable option in terms of relevance and effectiveness. In this instance, an internal suspension will apply.

Children returning from suspensions

When a child returns from a fixed term suspension, a 1:1 reintegration meeting (Appendix 3) with the child and the Headteacher (or Deputy Headteacher in the Headteacher's absence) is scheduled for when they are expected back at school. It is expected that the child's parent/s/carers attend this meeting too.

Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning (we will use the consistent language 'that's twice', then they are asked to 'Take a Break' and shadow the adult. If inappropriate behaviour continues time to have a restorative conversation inside for 5 minutes with the Learning Mentor or a member of SLT.
- Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by the Learning Mentor, SENDCo, Assistant Headteacher, Deputy Headteacher or Headteacher.
- Staff will be made aware if any individual child is having difficulties with their behaviour or are following an individual behaviour plan. Midday meal supervisors log any incidents onto CPOMS.
- Dojos to be used to promote positive behaviours on the playground.

Lunchtimes

At lunchtime, the midday supervisors play an extremely important role in promoting positive pupil behaviour. For guidance on the role and relationship with children and teachers, SLT will provide training to support through our PE Lead.

Guidance for Midday Supervisors

Be observant on the playground. Look for negative body language, children by themselves and children annoying/chasing/interfering with other children's games.

Action:

- Distract the child and give them a job to do or ask them to take a five minute break from the activity/area.
- If the child ignores or is rude to you the child should be spoken to and instructed to 'Take a Break' with another Midday Supervisor. There should be no more than 3 children with a Midday Supervisor at any one time, 'Taking a Break'.
- Restorative Conversation

Additional Actions

- Using the Walkie Talkie to call for the Class Teacher who should note the child's behaviour on CPOMs.

Important

- Always try and build a positive relationship with the child you are trying to manage and model positive language.
- It is important that all adults in our school model our school expectations of 'the 3Bs'
- Always be visible on the playground and move around a lot to ensure that you are not in 'pairs' so that you miss children's behaviour.
- Teachers should inform you of any pupils who have had a difficult morning prior to lunchtime so that an eye can be kept on them. Use the following phrases: xxxx.... I can see that something is wrong/has happened and you are feeling angry/unhappy. I am here to help/talk/listen. Do you want to tell me about it/talk to someone/ or go to X [offer a specific place] to calm down first? Tell me what happened. What do you think needs to happen/you could do next? Do you know a good way to sort this out/make this better?

Making a Record and Keeping Track

All adults in school use CPOMs to record behaviour incidents.

All incidents which have broken the school values must be recorded and should include

- The date and time of the incident
- The name of adults and other children present/involved
- What happened
- What action (if any) was taken
- Be communicated to parents by the class teacher or member of SLT.

Supporting Good Behaviour at Home Aligned with School Expectations

Parents play a vital role in supporting their child's development of good behaviour in line with the school's expectations. One effective way to do this is by reinforcing the core values of the 3Bs—being respectful, responsible, and safe in everyday interactions. Modeling respectful communication and demonstrating responsibility, such as sharing household chores or caring for belongings, helps children understand and embody these qualities.

Encouraging children to express their feelings openly and using the language of the Zones of Regulation can significantly enhance their emotional literacy. Parents can help children identify their emotions, understand what prompts certain feelings, and discuss strategies like deep breathing or taking a break to self-regulate, fostering a sense of emotional resilience.

Discussions about choices and consequences are also important. By talking through the decisions children make, highlighting positive outcomes when they choose kindly or responsibly, and gently exploring negative consequences of inappropriate actions. Parents can support children in understanding that behaviour is a series of choices that can be improved.

Establishing clear routines and household rules, helps reinforce responsibility and safety, creating a consistent environment that echoes the school's emphasis on high standards of conduct. When conflicts or mistakes occur, restorative conversations are a powerful tool; encouraging children to reflect on what happened, say sorry meaningfully, and think about how to make amends helps develop empathy and accountability.

Building a trusting relationship is fundamental. Parents should spend quality time talking with their children about their feelings and experiences, always showing unconditional positive regard, accepting and supporting children even when they make mistakes. This approach helps children feel valued and secure, which in turn fosters confidence and positive self-esteem.

Supporting social skills through acts of kindness, sharing, and respectful communication both in person and online further nurtures their understanding of respectful behaviour. Maintaining open communication with teachers and staff allows for consistency between home and school, ensuring children receive clear, unified messages about behaviour expectations.

Finally, parents can promote resilience and self-regulation by celebrating effort and perseverance, encouraging children to keep trying even when things are difficult. Using tools like rewards charts based on school systems, or prompts such as WINE (Wonder, Imagine, Notice, Empathy) during discussions about behaviour, provides practical ways to reinforce positive actions. Overall, by creating a nurturing, consistent, and respectful home environment, parents can significantly support their child's understanding of good behaviour, emotional well-being, and their development into respectful, responsible individuals.

Some practical examples are:

1. Reinforce the 3Bs (Be Respectful, Be Responsible, Be Safe):

- Model respectful communication and responsibility in daily interactions.
- Encourage children to think about how their actions affect others, fostering empathy and respect.
- Discuss safety rules during activities at home, such as online safety, crossing the street, or handling tools and equipment.

2. Use Positive Language and Praise:

- Praise children publicly and privately when they demonstrate respectful, responsible, or safe behaviour, aligning with the school's approach to praise positivity.
- Use specific praise ("I liked how you shared your toy kindly") to reinforce desired behaviour.

3. Promote Emotional Literacy:

- Use the Zones of Regulation language at home to help children identify and manage their emotions.
- Encourage children to express their feelings and discuss strategies they can use to self-regulate, such as deep breathing or counting to ten.

4. Encourage Choices and Consequences:

- Talk about choices children make and the possible positive or negative consequences.
- Help children understand that behaviour is a choice and guide them to make better choices through discussion and reflection.

5. Establish Clear Routines and Expectations:

- Maintain consistent routines for homework, tidying up, and bedtime to reinforce responsibility and safety.
- Clearly communicate household rules, linking them to the school's expectations.

6. Use Restorative Practices:

- When conflicts or mistakes happen, have restorative conversations.
- Encourage children to say sorry meaningfully, showing they understand what they did wrong and how to make amends.

7. Build Respectful and Trusting Relationships:

- Spend quality time talking with children about their feelings, experiences, and behaviour.
- Show unconditional positive regard by supporting children even when they make mistakes, helping them feel valued and secure.

8. Support Social Skills and Kindness:

- Model and encourage acts of kindness, sharing, and cooperation both in person and in online interactions.
- Discuss scenarios where they can practice respect and responsibility.

9. Communicate with the School:

- Keep an open dialogue with teachers and staff about your child's behaviour and strategies used at home.
- Reinforce the importance of consistency between home and school expectations.

10. Promote Resilience and Self-Regulation:

- Celebrate effort and perseverance rather than just outcomes.
- Teach children coping strategies for difficult situations and praise their resilience.

Practical Tools for Parents:

- Create a rewards charts to motivate positive behaviour at home.
- Use "WINE" (Wonder, Imagine, Notice, Empathy) prompts from the school's restorative toolkit during discussions about behaviour.
- Set achievable goals together, reviewing progress regularly.

LINKS TO SUPPORTIVE MATERIALS

[Rewards](#)

Informal rewards are used and embedded, they are proven to be effective. They may include:

- Smiles, positive eye contact and gestures.
- Targeted praise statements, at a group and or individual.
- Spontaneous peer group praise.

- Phone calls and or other forms of communication with parents/carers.
- Written comments in books.
- Displaying of good work.
- Additional responsibilities.
- Positive praise.

Additionally, more formal rewards, which may be targeted or individualised can and will be used.

Daily Class Based	Whole Class Target – Using Dojo Individual Dojos
Daily Whole School	House Points – Given when a child achieves 10 Dojos Headteacher /Deputy Headteacher Sticker

Weekly Certificates

Name	How Achieved
Reading Challenge	When achieved: 40 reads Reception 60 reads Year 1 96 Reads Year 2
Numbots	When level achieved
Dojo Certificate	50 points - Copper 100 points - Bronze 150 points - Silver 200 points - Gold 250 points -Platinum 300 points - Diamond
Learning Legend of the Week	Class Team Decision
Citizen of the Week	Class Team Decision
Headteacher Award	Headteacher Decision

Individual Dojos can be given for... (Appendix 6)

Focused Flounder	Have-a-go Hercules	Proud Pocahontas	Resilient Rapunzel
Respectful Rafiki	Teamwork Troll	Citizen - Be Respectful	Citizen - Be Responsible
Citizen - Be Safe	Citizen – following rules	Citizen - Kindness	Citizen - Helpful

Linking Behaviours to Learning Legends and Citizen Awards that are examples of how to attain a Dojo Point.

Focussed Flounder (Concentration, perseverance, focus)

- Persisting with challenging tasks.
- Demonstrating resilience after setbacks.
- Showing effort and perseverance in work.
- Staying attentive during lessons.
- Using calming strategies like deep breathing or counting when upset.

Teamwork Trolls (Collaboration, cooperation, support)

- Working cooperatively in group activities.
- Sharing resources generously.
- Supporting classmates to achieve shared goals.
- Inviting others to join in play and activities.
- Helping younger or peer students.

Resilient Rapunzel (Perseverance, bouncing back from difficulties)

- Trying again after making mistakes.
- Demonstrating resilience in completing tasks.
- Showing patience during transitions or group work.
- Managing frustration calmly.
- Not giving up on difficult challenges.

Respectful Rafiki (Respect, kindness, manners)

- Using polite language ("please," "thank you").
- Listening attentively to others.
- Respecting classmates' opinions and feelings.
- Demonstrating kindness through helpful actions.
- Complimenting or encouraging peers.

Have-a-go Hercules (Confidence, willingness to try)

- Trying new activities or challenges.
- Showing enthusiasm for learning.
- Asking relevant questions.
- Demonstrating a 'can-do' attitude.
- Taking risks and supporting growth.

Proud Pocahontas (Pride in oneself and school community)

- Showing pride in work and school environment.
- Participating actively in school events.
- Demonstrating eco-friendly behaviours.
- Keeping the school tidy and taking care of property.
- Showing pride in personal and group achievements.

Be Safe

- Following playground and classroom safety rules consistently.
- Using equipment responsibly during PE, playtime, and classroom activities.
- Supporting peers to stay safe by reminding or helping them.
- Reporting hazards or unsafe behaviour to staff.
- Demonstrating safe behaviour during transitions and movement around school.

Be Respectful

- Listening attentively when others are speaking.
- Using polite words such as "please," "thank you," and "excuse me."
- Respecting others' opinions, feelings, and personal space.
- Showing consideration and kindness in interactions.
- Respecting school property and belongings.

Be Responsible

- Tidying up their own area and classroom resources independently.
- Completing tasks or homework on time and to a good standard.
- Punctually arriving at lessons prepared and ready to learn.
- Taking responsibility for actions and learning from mistakes.
- Supporting routines, such as lining up calmly or helping with classroom jobs.

Following Rules

- Adhering to classroom and playground rules consistently.
- Respecting boundaries and instructions from staff.
- Demonstrating self-control and patience.
- Following safety rules during activities and transitions.
- Always respecting the school's behaviour expectations.

Being Kind

- Offering helpful words or actions to classmates.
- Sharing resources and taking turns during play.
- Including others in activities and games.
- Showing compassion and understanding when others are upset.
- Praising or encouraging peers.

Being Helpful

- Assisting classmates with tasks or questions.
- Supporting school initiatives (e.g., Eco, Science projects).
- Helping teachers by tidying or preparing resources.
- Supporting younger or new pupils.
- Contributing to a positive and welcoming school environment.

Responsibility	Job Description	Length of Service
S c h o o l Council	Be part of a team that select, plan and deliver a school improvement initiative decided by the children. A School Councilor represents the voices of their classmates and helps improve school life. Listening to Classmates – Gathering opinions, ideas, and concerns from other students. Sharing Ideas in Meetings – Attending school council meetings to discuss ways to improve the school. Helping Make Decisions – Contributing to decisions about school events, activities, or improvements. Setting a Good Example – Being a role model by following school rules and showing kindness. Organising Events – Helping with fundraising, charity events, or special theme days. Improving the School Environment – Suggesting ideas to make the school a better place for everyone.	Dependent on project
Eco Team	An Eco-Team Member helps make the school more environmentally friendly and teaches others about caring for the planet. Promoting Eco-Friendly Habits – Encouraging classmates to recycle, save energy, and reduce waste. Looking After School Grounds – Helping to plant flowers, trees, or vegetables and keeping outdoor areas tidy. Monitoring Recycling and Waste – Checking that recycling bins are used properly and reminding others to reduce waste. Saving Energy – Reminding people to turn off lights, taps, and electronic devices when not in use. Organising Eco Events – Helping with activities like litter-picking, gardening projects, or Earth Day celebrations. Sharing Eco Messages – Speaking in assemblies or creating posters to teach others about looking after the environment.	Dependent on project
S c i e n c e Ambassadors	A Science Ambassador plays a key role in promoting curiosity and enthusiasm for science among young children. Encouraging a Love for Science – Inspiring young learners to explore and enjoy science through fun activities and discussions. Supporting Science Activities – Helping teachers set up simple experiments and interactive lessons. Leading by Example – Demonstrating curiosity and enthusiasm for science to encourage others. Assisting Peers – Helping classmates with hands-on activities, explaining simple concepts, and promoting teamwork. Organising Science Events – Contributing to science fairs, assemblies, or special science days. Caring for Science Resources – Helping maintain science equipment, plants, or small classroom experiments.	S c h o o l Year

Computing Ambassadors	A Computing Ambassador in an infant school helps promote the safe and fun use of technology while supporting classmates and teachers. Encouraging Safe Computing – Teaching classmates about online safety, strong passwords, and responsible internet use. Helping with Technology – Assisting teachers and peers with devices like tablets, laptops, and interactive whiteboards. Being a Role Model – Demonstrating good digital habits, like asking before taking photos and being kind online.	S c h o o l Year
Playground Friends	A Playground Friend helps make playtimes happy, fun, and inclusive for everyone. Being Friendly and Kind – Making sure no one feels lonely and helping classmates feel included in games. Helping Solve Small Problems – Encouraging children to share, take turns, and play nicely together. Inviting Others to Play – Looking out for anyone who seems left out and inviting them to join in activities. Encouraging Fair Play – Reminding others to follow playground rules and be respectful. Helping Younger Children – Assisting younger students if they need help finding friends or understanding games. Reporting Bigger Issues – Letting an adult know if someone is upset, hurt, or needs extra support.	One Term
Snack monitor	A Snack Monitor helps ensure that snack time runs smoothly and that everyone enjoys their food in a safe and tidy way. Helping Distribute Snacks – Making sure everyone gets their snack fairly and on time. Encouraging Healthy Eating – Reminding classmates to try different fruits, vegetables, or healthy snacks. Keeping the Area Clean – Helping tidy up after snack time by wiping tables and ensuring rubbish goes in the bin. Reminding About Good Manners – Encouraging classmates to say "please" and "thank you" and to eat politely. Promoting Recycling – Encouraging classmates to recycle packaging or compost food waste if possible.	One Week
Milk Monitor	A Milk Monitor helps make sure that milk time runs smoothly and that everyone gets their drink in an organised way. Handing Out Milk – Making sure each child who wants milk gets a carton or cup. Checking Names – Helping the teacher ensure that only children who have milk are given one. Encouraging Good Manners – Reminding classmates to say "please" and "thank you." Keeping Things Tidy – Helping collect empty cartons or cups and making sure they go in the bin or recycling. Making Sure No Milk is Wasted – Reminding classmates to take their milk only if they want it, so nothing is wasted.	One Week

Cloakroom Monitor	A Cloakroom Monitor i helps keep the cloakroom area neat, tidy, and safe for everyone. Their key roles include: Keeping the Cloakroom Tidy – Making sure coats, bags, and shoes are hung up properly. Reminding About Safety – Ensuring the floor is clear of bags and coats to prevent trips and falls. Encouraging Responsibility – Reminding classmates to take care of their belongings and put things in the right place. Checking for Lost Items – Helping find missing hats, gloves, or lunchboxes and placing them in the lost property area.	One Week
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Supporting Pupil Wellbeing Through Restorative Conversation and Rewards

At our school, we prioritise pupil wellbeing by fostering a positive and supportive environment. Our approach combines **restorative conversations** with a balanced system of **intrinsic and extrinsic rewards** to encourage personal growth, resilience, and positive behaviour.

Restorative Conversations

Restorative conversations provide pupils with opportunities to reflect on their actions, understand their impact on others, and develop positive solutions. These discussions help to build empathy, responsibility, and emotional intelligence, ensuring every child feels heard and valued.

Rewards System

To acknowledge and celebrate positive behaviour and academic achievement, pupils will earn **Dojo points** linked to the **3Bs (Be Ready, Be Respectful, Be Safe)**, our **Learning Legends** and our **Citizen Values** (Appendix 6). These points will lead to the following milestones:

- **Multiples of 10 points** – A **House Point**, contributing to their house total.
- **Multiples of 50 points** – A **Dojo Certificate** to celebrate their achievements.

Each child will belong to one of three houses:

- **Sheffield Steelers**
- **Sheffield Sharks**
- **Sheffield Tigers**

When a house meets the school-wide target, the winning house will **choose a reward for the whole school**, promoting teamwork, collective responsibility, and a shared sense of success.

To protect pupil wellbeing and encourage intrinsic motivation, individual running totals will **not** be shared with pupils or their peers. This approach ensures that children focus on **personal development** rather than comparison with others.

Additional Individual Rewards

Beyond the Dojo points system, pupils will have opportunities to earn other prestigious awards, including:

- **Headteacher Award** – Recognising outstanding achievements and contributions to school life.
- **Learning Legend of the Week** – Celebrating exceptional effort, progress, or attitudes to learning.
- **Citizen of the Week** – Awarded to pupils demonstrating kindness, respect, and responsibility.
- **Numbots** – Encouraging and rewarding progress in maths fluency.
- **Reading Challenge Awards** – Celebrating engagement and progress in reading.

We are committed to ensuring that **every child in a class has the opportunity to achieve a certificate in all areas over the course of the academic year**, reinforcing a sense of accomplishment and inclusion.

Through this structured yet flexible system, we aim to create a school culture where all pupils feel valued, motivated, and supported in their personal and academic growth.

Staff Wellbeing

Working in high stress and challenging situations can have a detrimental impact on staff mental health. Following incidents or instances of high stress and challenge staff can take time for themselves to support their own wellbeing and mental health. Instances like these are supported from cover by SLT or other staff.

Staff are encouraged to take time away in staff rooms or other relevant spaces if required and have access to their support network if appropriate. There are also numerous Mental Health First Aid trained staff on each site which can offer further support if required. Staff will also be offered supervision in line with our supervision policy.

Parent support systems

We believe that parents/carers should be involved and play a key role in the education of our pupils. We will strive to build positive relationships with parents/carers. Positive relationships with parents/carers allow for successful transition planning, opportunities to develop positive behaviours both in and out of school and impact positively on learning. In addition to this, we offer further opportunities including:

- Family learning - delivered by the Family intervention Service.
- Coffee mornings where parents can come, discuss any issues, in a calm and friendly environment.
- SENDCo and Learning Mentor drop in sessions where parents can raise concerns in a confidential environment
- Home Visits
- Regular telephone contact

This policy should be read in conjunction with:

- Child Protection Policy
- SEND policy
- Equality and Diversity Policy
- Anti-bullying Policy
- Safeguarding Policy
- Supervision Policy

FIXED TERM SUSPENSION EXAMPLE LETTER

Date

Parent/Carer of

Address

Dear Parent/Carer

Fixed Term SUSPENSION of ? Days - Re: Pupil name, year group and DOB

I am writing to inform you of my decision to suspend (**Pupil Name**) from school for a fixed period of ? days. This means that pupil he/she will not be allowed in school for this period. The suspension begins on (**day of week and date**).

I realise that this suspension may be upsetting for you and your family, but the decision to suspend (**Pupil Name**) has not been taken lightly.

(**Pupil Name**) has been suspended for this fixed period because **reason for suspension**

Your Responsibility

It is your responsibility as the parent/carers (delete as appropriate) to ensure that your child is not present in a public place in school hours during this suspension between (**Dates**) unless there is a reasonable justification for this. I must warn you that you may receive a penalty notice from the local authority if your child is found in a public place during normal school hours on the specified dates without reasonable justification.

The School's Responsibility

The school will set work for (**Pupil Name**), to be completed during the period of their suspension as specified below.

On the first day of suspension your child will be expected to:

- reflect upon their behaviour and prepare for the reintegration meeting in which they will be required to consider the incident, how they might make amends and how to avoid this happening again.
- catch up on any outstanding school work.

Please ensure that your child undertakes this reflection and catches up on any work which is outstanding. Depending on the length of the suspension. After the first day, your child will be provided with a pack of materials to work on at home up to the fifth day of suspension. The school will ensure you receive appropriate work for the period of the suspension. Please ensure that work set by the school is completed and returned promptly for marking, and that your child is in the care of yourself or a responsible adult during school hours.

Your Rights

- A. If the total days of suspension are below five days in any one term** you **may** make representation to the Governing Body who will consider these but the Governing body does **not** have the authority to overturn the suspension. At (**SCHOOL NAME**) representation for this level of suspension will be considered by the Chair of Governing Body
- B. If the total days of suspension take the total number of days above 5 but below 15 days in any one term** parents **can** request a Governing Body Meeting*. This meeting will be held within 50 days of the parent receiving the suspension notice. A representative of the local authority will also attend if requested.

- C. **If the total days of suspension take the total number of days above 15 days in any one term or if the suspension is permanent** the Governing Body* **must** convene a meeting to consider reinstatement. A representative of the local authority will also attend.

Number of days **(Pupil Name)** has been suspended this Autumn/Spring/Summer term **YEAR** is ? days.

If you wish to make representations please contact our Chair of Governors, **Governor Name**, at the school address as soon as possible.

Reintegration Meeting

You and your child are requested to attend a reintegration interview with **Staff Names on Date and Time**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to be clear what the school, yourself and your child can all agree to ensure a successful reintegration.

Impartial Information

This can be accessed through: Coram Children's Legal Centre: www.childrenslegalcentre.com or Tel: 08088 020 008.

Statutory Guidance on Suspensions

<http://www.education.gov.uk/schools/pupilsupport/behaviour/suspension>

You may want to contact the Sheffield Suspension's Team at Moorfoot Building on 2736197 or 2735750.

Yours sincerely

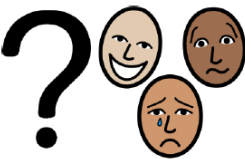
Headteacher

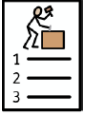
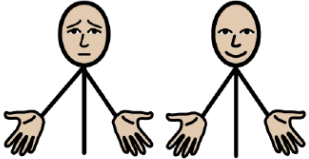
Appendix 2- Restorative Conversation Aids – Communication in Print

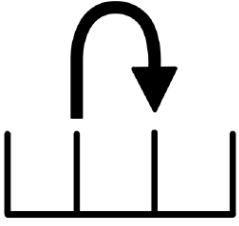
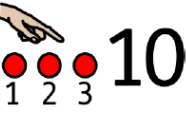
 shouted at someone	 broke something	 threw something	 hurt someone's body	 hurt someone's feelings
 walked off	 What happened?			 rude to someone
 tore my work				 left the classroom
 scribbled on my work	 hurt my teacher			 something else

 worried	 scared	 silly	 embarrassed	 nervous
 fidgety	 What were you thinking or feeling?			 fizzy
 confused				 out of control
 excited	 angry	 sad	 mad	 something else

 me	 my friend	 a group of people	 my teacher	 my family
 a visitor	 Who has been affected?			 my mum
				 my dad
				 someone else

 sad	 sorry	 embarrassed	 scared	 unsure
 tired	 what are you thinking or feeling now?			 calm
 ok				 fizzy
 worried			 I need some time	 something else

 draw	 write a letter	 say sorry	 have a chat	 make a plan
 talk with someone	 What needs to happen to put it right?			
			 I'm not ready yet	 something else

 walk away	 talk to a teacher	 ask for time out	 fiddle with something	 take some deep breaths
 sit next to someone else	 Next time I could...			 find my safe adult
 find a safe space				 play with someone else
 count to 10				 something else

Date:

Present:

Agenda:

1. Welcome and Purpose of the Meeting

Welcome everyone and explain the purpose of the meeting.

Emphasise the goal of supporting the child's reintegration and preventing further incidents.

2. Review of the Incident

Recap the reasons for the suspension and what led to the decision.

Allow parents to share their perspective on the incident. Discuss any misunderstandings or unresolved issues.

3. Impact of the Behaviour

Discuss the impact of the behaviour on the school community, including teachers, other pupils, and the child themselves.

Acknowledge feelings and work towards understanding how to move forward positively.

4. Expectations and Rules

Reiterate school behaviour policies and expectations.

Ensure the child understands what is expected moving forward.

5. Support Plan for the Pupil

Identify any challenges the child may face in returning to school and develop strategies to address them.

Outline any specific support the school will provide.

Discuss how parents can support the child at home.

6. Actions and Consequences

Agree on any actions the child or family need to take to ensure success moving forward.

Clarify any consequences if similar behaviour occurs again.

7. Opportunities for Rebuilding Relationships

Explore how the child can rebuild relationships with peers and staff, if needed.

Suggest activities or steps that could help re-establish trust and rapport.

8. Setting Goals

Set clear, achievable goals for the child in both academic and behavioural areas. Agree on a review period to assess progress.

9. Questions and Feedback

Give parents an opportunity to ask questions or raise concerns. Address any remaining issues to ensure all parties feel heard.

10. Closing and Next Steps

Summarise the discussion and agreed actions.

WINE (I wonder, I imagine, I notice, empathy)

- I wonder if... (e.g. you could tell me what happened).
- I imagine... (e.g. that made you feel happy, sad, excited etc).
- I notice... (e.g. that made you change how you feel).
- That sounds... (e.g. terrible, no wonder you are upset, amazing no wonder you feel so proud). (empathy)
- Will you help me understand x?... (e.g. how that made you feel when that happened to you, how that made you feel to react the way you did).
- This is what I understand from what you have said...(repeat back, ask am I right?).
- Resonate with the child...(I can see that made you feel angry/sad/etc, I wonder how X was feeling at that time too).
- I wonder what you could do if it happens again...(encourage positive strategies, model expected behaviour and/or what you would do).
- I'm really proud that... (e.g. you had the courage to let me know that). END ON A POSITIVE HOWEVER SMALL.



- 1 WHAT HAPPENED?**
Paraphrase and reflect back, avoid focusing on behaviour
- 2 EXPLAIN WHY YOU DID WHAT YOU DID**
Remind the person about safety, both emotional and physical, and how that is your reason for support
- 3 HOW DID THAT MAKE YOU FEEL?**
"When that happened how did it make you feel?"
Paraphrase again, link to the feelings and emotions
- 4 WHAT CAN WE DO THE NEXT TIME WE FEEL THAT WAY?**
"The next time you feel that way, can we..."
Give the person an alternative strategy to support the expression of the feeling

Three Parts to Saying Sorry.

1. Saying it.
2. Meaning it
3. Showing it

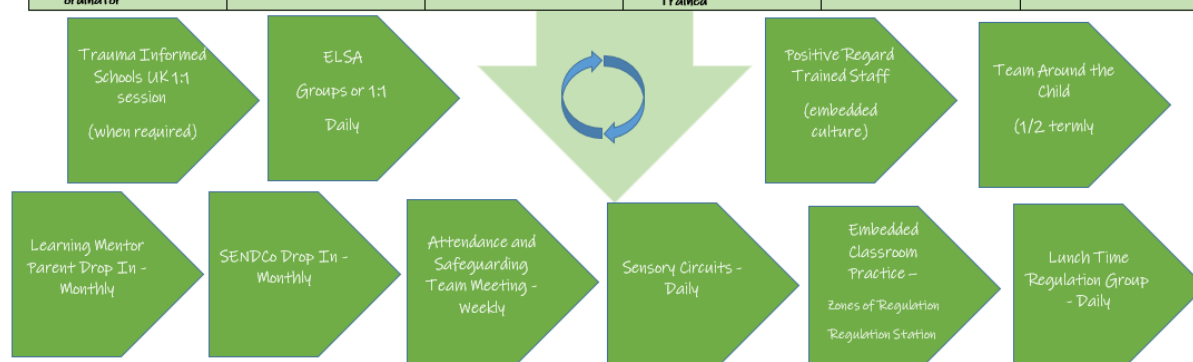
Appendix 5 – Well-being Action Group



Well-being Action Group – Hunter's Bar Infant School Universal Offer



					
Mike Barnes	Katie Wileman	Annie-Rose Allen	Jeanette Sparkes	Lucy Edwards	Keeley Glossop
• Head teacher • Designated Safeguarding Lead • Senior Mental Health Lead • Qualified Special Educational Needs Co-ordinator	• Deputy Head teacher • Special Educational Needs Co-ordinator • Pupil Premium Lead • Deputy Safeguarding Lead	• Assistant Head Teacher • Early Years Lead • Deputy Safeguarding Lead	• Learning Mentor • Trauma Informed Schools UK Fully Qualified • Deputy Safeguarding Lead • Mental Health First Aid Trained	• Senior Teaching Assistant • Trauma Informed Schools UK Fully Qualified • Mental Health First Aid Trained	• Teaching Assistant • Emotional Literacy Support Assistant (ELSA) Qualified • Mental Health First Aid Trained



Appendix 6 – Individualised Rewards

Learning Legends

Focussed Flounder

I stayed focussed
on my learning and
did not get
distracted.



Teamwork Trolls

I have worked well
with others and
we achieved
something together.



Resilient Rapunzel

I did not give up when
I found
something difficult.



Respectful Rafiki

I followed the
Classroom rules
and listened to my
teacher and my peers.



Have-a-go Hercules

I was not afraid to
have a go and
challenge myself
in my learning.



Proud Pocahontas

I am proud that I
have tried my best.



Hunter's Bar Infants 3Bs:



be safe



be responsible



be respectful



Citizen Awards

Citizen Award

Be Respectful

We are delighted to recognise children who consistently demonstrate respect in our school community.

You have been recognised as an outstanding school citizen for _____

Congratulations

Citizen Award

Be Responsible

We are delighted to recognise children who consistently demonstrate responsibility in our school community.

You have been recognised as an outstanding school citizen for _____

Congratulations

Citizen Award

Be Safe

We are delighted to recognise children who consistently demonstrate safety in our school community.

You have been recognised as an outstanding school citizen for _____

Congratulations

Citizen Award

Following Rules

We are delighted to recognise children who consistently follow the school rules in our school community.

You are a role model to your peers and have been recognised as an outstanding school citizen for _____

Congratulations

Citizen Award

Being Kind

We are delighted to recognise children who consistently demonstrate kindness in our school community.

You have been recognised as an outstanding school citizen for _____

Congratulations

Citizen Award

Being Helpful

We are delighted to recognise children who are consistently helpful in our school community.

You have been recognised as an outstanding school citizen for _____

Congratulations

Congratulations!

Copper Award

50 Points

Congratulations!

Bronze Award

100 Points

Congratulations!

Silver Award

150 Points

Congratulations!

Gold Award

200 Points

Congratulations!

Platinum Award

250 Points

Congratulations!

Diamond Award

300 Points