



Bordon Infant and Junior Schools Behaviour Policy 2026-27

At Bordon Infant and Junior Schools, we believe that every child has the right to the very best education and deserves to feel happy, safe and successful in school. Positive behaviour is fundamental to creating an environment where all children can learn, thrive and reach their full potential.

We believe all pupils have the right to:

- Learn in a calm, well-ordered environment.
- Feel safe, secure and valued.
- Be treated with respect.
- Be challenged and supported to achieve their best.

We believe all pupils have a responsibility to:

- Follow the school's expectations and values.
- Take responsibility for their behaviour and choices.
- Accept appropriate consequences when they make mistakes.
- Do their best and contribute positively to the school community.

At Bordon Infant and Junior Schools, we have high expectations of behaviour and conduct. We believe that excellent behaviour is taught, modelled and consistently reinforced by all members of the school community. Through positive relationships, clear expectations and a consistent approach, we support children to develop self-discipline, resilience and a positive sense of self.

Our behaviour management systems are designed to be clear, consistent and developmentally appropriate, providing a shared framework that is understood by children, staff and parents. We encourage all children to take responsibility for their actions and to develop the skills needed to become successful learners and responsible members of society.

Our approach is underpinned by our six school values:

Be Independent	Be Respectful
Be Determined	Be a Community
Be Aspirational	Be Curious

These values form the foundation of our behaviour expectations and guide the way we learn, work and interact with one another. Through the consistent promotion of these values, we aim to develop confident, compassionate and motivated learners who are equipped for future success.

We believe that this is best achieved by:

- Focusing on the needs of every child as an individual
- Having as much focus on a child's emotional and mental wellbeing as their academic development
- Focusing on and rewarding positive learning behaviours
- Using the online system Class Dojo (EYFS, KS1) and zone boards (KS2) to reward these behaviours
- Recognising all behaviour is a form of communication we need to understand
- Each class designing their own class charter based on the six school values
- Working with parents on developing appropriate individual strategies, where needed
- Working with the school Senior Leader for Inclusion for children with ESD (emotional, social, behavioural difficulties) which are outside appropriate patterns
- Preventing all forms of bullying

DfE Behaviour Principles

Bordon Infant and Junior Schools follow the Department for Education's Behaviour in Schools guidance and are committed to the national minimum expectations for behaviour.

We will ensure that:

- Expectations for behaviour and conduct are high, clearly understood and applied consistently and fairly to create a calm, safe and purposeful environment.
- School leaders visibly and consistently support staff in implementing the behaviour policy.
- A range of universal and targeted interventions are used to support pupils in meeting behaviour expectations, with reasonable adjustments made where required.
- Behaviour does not disrupt learning, teaching or school routines. Where disruption occurs, proportionate action is taken to restore positive behaviour.
- Everyone in the school community contributes to a positive and inclusive environment where bullying, discrimination, intimidation, aggression and derogatory language are not tolerated.
- Any incidents of bullying, discrimination, aggression or inappropriate behaviour are addressed promptly, consistently and effectively.
- All children feel safe, respected and supported to succeed.

We adopt a 95% positive praise approach, ensuring that positive behaviour is recognised far more frequently than inappropriate behaviour. All staff actively notice, celebrate and reinforce positive choices.

Roles and Responsibilities

Leadership of Behaviour

It is the responsibility of the governing body to ensure that the school has a behaviour policy. The governors will review the policy as part of the policy review cycle or as necessary.

Behaviour and Safeguarding

The Keeping Children Safe in Education (KCSIE) statutory guidance makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Our Behaviour Policy has been developed with this principle at its core, taking a whole-school approach in which behaviour and safeguarding are closely linked and mutually supportive. When dealing with any negative behaviour, staff will remain mindful that it may be an indicator that a child is suffering, has suffered, or is likely to suffer harm. The school recognises that concerns about behaviour may signal that a child requires additional support or protection; therefore, whenever safeguarding concerns arise, staff will follow the procedures set out in the school's Child Protection Policy.

Staff

All staff will:

- Model expected behaviours.
- Apply the policy consistently.
- Use positive reinforcement.
- Maintain high expectations.
- Build positive relationships.
- Record and report significant incidents.

Pupils

All pupils are expected to:

- Follow school values.
- Treat others with respect.
- Take responsibility for their actions.
- Engage positively with learning.
- Contribute to a safe and inclusive environment.

Recognition and Rewards

Positive behaviour, effort, kindness, responsibility and demonstration of the schools' values will be recognised and celebrated across Bordon Infant and Junior Schools. Staff will use a range of

age-appropriate rewards to reinforce positive behaviour and encourage children to make good choices.

These may include:

- Verbal praise and recognition
- Specific praise linked to behaviour and learning
- Certificates and celebration assemblies
- Class rewards and privileges
- Leadership responsibilities and special roles
- Reward activities
- Communication with parents to celebrate success

All praise will be specific and linked to the school's values. For example:

- *"Thank you for being respectful by helping your friend when they were upset."*
- *"You have shown determination by continuing even when the task was challenging."*

Supporting Behaviour

When behaviour falls below expectations, staff will:

- Remind children of expectations.
- Give opportunities to correct behaviour.
- Support children to make positive choices.
- Apply age-appropriate consequences consistently.
- Work with parents when concerns arise.

Consequences will always be:

- Reasonable
- Proportionate
- Consistent
- Linked to behaviour
- Appropriate to the child's age and needs

Emotional Resilience and Additional Behaviour Support

Some children may find it difficult to understand or engage successfully with behaviour systems and may require additional support to develop their emotional resilience and self-regulation skills. In these circumstances, the school will implement a graduated approach

tailored to the child's needs. This may include the use of sticker charts or individual behaviour charts within the classroom, participation in small group interventions focusing on social and emotional development, referral to an Emotional Literacy Support Assistant (ELSA), and further support from the Senior Leader for Inclusion, including involvement from external agencies where appropriate.

Parents will be consulted and involved before any individual behaviour support is introduced. Where a child exhibits significant behavioural difficulties, or where their behaviour is having a substantial impact on their learning or the learning of others, an Individual Behaviour Plan (IBP) may be implemented. A meeting involving parents, the class teacher, the Senior Leader for Inclusion and, where appropriate, the Headteacher will be arranged to agree support strategies and review arrangements. The school recognises that consistency between home and school is essential and will work closely with parents to support the child's needs. Where behaviour has a significant impact on a child's education, consideration may also be given to placing the child on the school's Special Educational Needs Register (SEN Register). Where necessary, advice and support will be sought from external agencies, including Behaviour Support Services and the Educational Psychology Service, to help ensure the child receives appropriate provision.

Child-on-Child Abuse

Child-on-child abuse, including bullying, harassment, discrimination and online incidents, will be treated as safeguarding concerns and managed in line with safeguarding procedures.

Pupils' Conduct outside the School Gates

At Bordon Junior School we encourage pupils to behave appropriately within the whole community and to recognise they are representing the school when off site. The school will take action in the event of non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. Such incidents will be dealt with by a member of the SLT and consequences applied.

Specifically, sanctions will be applied for misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school

Or for misbehaviour at any time, whether or not the conditions above apply, that:

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

In all of these circumstances the headteacher will also consider whether it is appropriate to notify the police or other agencies. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Consideration will be given as to whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, action will be taken in line with the school's safeguarding policy.

Screening, Searching and Confiscation

The school conforms to guidance from the Department of Education Searching, Screening and Confiscation: Advice for Schools (July 2022).

Searching

School staff can search a pupil for any item if the pupil agrees. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or open their bag and for the pupil to agree.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If a pupil refuses to allow a search, the member of staff may impose an appropriate sanction as outlined above.

Other prohibited items:

- Mobile phones
- Smart watches and fitness trackers

- Tablets and other smart devices
- Any device capable of sending or receiving messages, accessing the internet, recording audio or video, or receiving notifications

The school operates as a mobile phone-free environment. Pupils are not permitted to use or access mobile phones or other smart devices during the school day or at school-run events, unless specifically authorised by the Headteacher for educational or medical reasons. If parents/carers allow their child to bring a mobile phone to school for use when travelling to and from school, it must be handed into the school office immediately on arrival and collected at the end of the school day. The school accepts no responsibility for loss or damage to devices brought onto the premises. Breaches of this policy will be dealt with in accordance with the school's Behaviour Policy.

Positive Handling and Restrictive Physical Intervention

The safety and wellbeing of all pupils and staff is paramount. The school is committed to creating a safe environment through positive relationships, effective behaviour management, de-escalation strategies and reasonable adjustments for pupils with additional needs.

There may be occasions when staff need to use reasonable force or physical contact to prevent a pupil from causing harm to themselves or others, damaging property, committing an offence, or seriously disrupting the good order of the school. Any use of force will always be lawful, reasonable, proportionate, necessary and in the best interests of the child and those around them.

In accordance with Department for Education guidance, authorised members of staff may use reasonable force to prevent a pupil from:

- Causing injury to themselves or others.
- Damaging property.
- Committing an offence.
- Seriously disrupting the good order and discipline of the school.
- Leaving a classroom or area where doing so would risk their safety or the safety of others.

Reasonable force will only ever be used as a last resort after appropriate de-escalation strategies have been considered or attempted, unless there is an immediate risk of harm. Staff will seek to use the minimum level of intervention necessary for the shortest possible time.

The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments for pupils with special educational needs and disabilities (SEND). Behaviour

support plans, risk assessments and individual strategies will be developed where appropriate to reduce the likelihood of incidents requiring physical intervention.

Where a pupil presents a significant risk to themselves or others, staff may guide, escort, block or physically intervene in order to maintain safety. Physical intervention will never be used as a punishment, to cause pain, humiliation or distress, or as a consequence for non-compliance alone.

Following any incident involving reasonable force or restrictive physical intervention:

- The incident will be recorded promptly on the school's recording system (CPOMS).
- Parents or carers will be informed as soon as reasonably practicable.
- The incident will be reviewed by a member of the Senior Leadership Team.
- Appropriate support will be provided for the pupil and any staff involved.
- Where necessary, individual risk assessments or behaviour support plans will be reviewed.

Staff receive regular training and guidance in behaviour management, de-escalation and positive handling procedures appropriate to their role.

Where a pupil's behaviour places themselves or others at significant risk, they may be removed from a classroom or activity to a safe space and supported by staff until they are able to regulate and successfully return to learning. The school's primary aim is always to help pupils understand, regulate and improve their behaviour while maintaining the safety of the entire school community.

Serious incidents, including physical assault against a pupil or adult, may result in further consequences, including involvement of senior leaders, internal suspension, suspension, or other measures in accordance with this policy and current Department for Education guidance.

Liaison with Parents and Other Agencies

We recognise the importance of working in partnership with parents. Parents and carers will be kept informed about their child's behaviour and consulted on how best to meet their child's needs.

The school uses a number of outside agencies to support their work to improve children's behaviour including Primary Behaviour Service and the Hampshire Educational Psychology Service.

Suspension and Permanent Exclusion

Bordon Infant and Junior Schools believe that suspension and permanent exclusion should only be used as a last resort. Decisions will be made in accordance with current Department for Education guidance, including Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (September 2023), and only after appropriate support strategies, interventions and reasonable adjustments have been considered and implemented where appropriate. When a suspension or permanent exclusion is deemed necessary, parents or carers will be informed without delay and provided with information regarding the decision, its duration (where applicable) and their rights of representation. The school will ensure that suitable educational provision is arranged in line with statutory requirements and will work closely with pupils and families to support a successful return to education. Following a suspension, a reintegration meeting will normally be held with the pupil, parents or carers and relevant school staff to review support, expectations and any additional provision required to promote future success.

In reaching any decision regarding suspension or permanent exclusion, the school will take account of its duties under the Equality Act 2010, the needs of pupils with Special Educational Needs and Disabilities (SEND), and any safeguarding considerations. The school is committed to ensuring that exclusions are fair, proportionate and lawful, and that every reasonable step has been taken to support pupils to remain successfully engaged in school.

Monitoring and Review

Significant behaviour incidents will be recorded and monitored by senior leaders. Behaviour data will be regularly reviewed to identify patterns, inform support strategies and ensure equity for all pupils.

APPENDIX 1

Positive behaviour is explicitly taught through our behaviour curriculum. Pupils are taught the skills, attitudes and behaviours associated with our six school values through assemblies, PSHE, PD, classroom practice and everyday interactions.

We have used the research on developing excellent behaviour from the Hampshire Primary Behaviour Service six strands document and linked that with the research from the Education Endowment Foundation metacognition toolkit. This is a toolkit to support school in enabling children to think about their own learning more explicitly. Linked to our school values this creates a behaviour policy that focuses on excellent learning behaviours and values. To support children's development we have split concepts, skills and expectations into the three year groups.

RECEPTION					
Be Independent	Be Respectful	Be Determined	Be a Community	Be Aspirational	Be Curious
I can choose an activity and join in.	I can use kind words.	I can keep trying when something is tricky.	I can play alongside others.	I can be proud of my achievements.	I can ask questions.
I can put my belongings away.	I can use good manners.	I can ask for help when I need it.	I can take turns.	I can try my best.	I can explore new things.
I can follow simple routines.	I can listen when others are speaking.	I can learn from mistakes with support.	I can share with others.	I can celebrate my successes.	I can talk about what I have learned.
I can make simple choices.	I can look after resources.	I can cope with small changes.	I can include others in my play.	I can join in with confidence.	I can investigate and explore.

Year 1					
Be Independent	Be Respectful	Be Determined	Be a Community	Be Aspirational	Be Curious
I am trying to be more independent in my learning.	I can use please, thank you and excuse me.	I can challenge myself.	I can take turns and work with others.	I can take pride in my work.	I can ask questions about my learning.
I can organise my equipment with support.	I can follow instructions first time.	I can keep going when learning is difficult.	I can show kindness to others.	I can try my best in all my learning.	I can explain what I am doing in my learning.
I can follow routines independently.	I can listen carefully to others.	I can learn from mistakes with support.	I can include others in play and learning.	I can set myself simple goals.	I can use what I already know to help me learn.
I can recognise when I need help.	I can look after the classroom environment.	I understand that mistakes help me learn.	I can be helpful around the classroom.	I can celebrate success.	I can talk about my strengths as a learner.

Year 2					
Be Independent	Be Respectful	Be Determined	Be a Community	Be Aspirational	Be Curious
I can start and complete my work independently.	I can show empathy towards others.	I can challenge myself even when learning is new.	I can work cooperatively with others.	I am motivated to do my best.	I can talk about myself as a learner.
I know when I need help and seek guidance.	I can treat others as I would like to be treated.	I can cope when things do not go my way.	I can support my friends appropriately.	I can take pride in presentation.	I can plan my learning before I begin.
I can make sensible choices independently.	I can respect others' views.	I can accept compliments and criticism.	I understand how my actions affect others.	I can set challenging goals.	I can monitor my learning and make changes.
I can take responsibility for my belongings.	I am respectful of the environment.	I can learn from mistakes and improve.	I can be a positive role model.	I believe that effort leads to success.	I can evaluate my learning.

Year 3					
Be Independent	Be Respectful	Be Determined	Be a Community	Be Aspirational	Be Curious
I can organise myself for learning.	I consistently use respectful language.	I can persevere when work becomes challenging.	I can contribute positively to group work.	I can set personal targets.	I can ask thoughtful questions.
I can make appropriate learning choices.	I value everyone's contribution.	I can use feedback to improve.	I can support others to succeed.	I take responsibility for my progress.	I can explain how I learn best.
I can manage my own equipment and resources.	I can resolve minor disagreements respectfully.	I can remain focused on difficult tasks.	I understand my role within a team.	I believe I can improve through effort.	I can make links between different learning.
I can complete tasks with increasing independence.	I care for the school environment.	I can reflect on setbacks positively.	I can include everyone.	I take pride in everything I do.	I can use previous learning to solve problems.

Year 4					
Be Independent	Be Respectful	Be Determined	Be a Community	Be Aspirational	Be Curious
I can plan my approach to learning.	I can disagree respectfully.	I can maintain effort when challenged.	I can actively contribute to the school community.	I can set ambitious goals.	I can seek answers independently.
I can monitor and evaluate my own progress.	I recognise and value differences.	I can overcome obstacles positively.	I can take responsibility within a team.	I can identify steps to achieve success.	I can think deeply about my learning.
I can solve minor problems independently.	I can model respectful behaviour.	I can learn from constructive feedback.	I can encourage others.	I strive to improve my work.	I can reflect on what helps me learn.
I can make informed decisions about my learning.	I demonstrate good manners consistently.	I show resilience in unfamiliar situations.	I understand my contribution matters.	I aim for high standards.	I can evaluate different ideas and viewpoints.

Year 5					
Be Independent	Be Respectful	Be Determined	Be a Community	Be Aspirational	Be Curious
I can manage my learning independently.	I consistently model respect for others.	I embrace challenges as opportunities to learn.	I actively support our school community.	I have high expectations of myself.	I independently seek answers to questions.
I can identify what I need to improve.	I value different opinions and experiences.	I persist when success is not immediate.	I contribute positively to school life.	I take ownership of my goals.	I think critically about information.
I can reflect on my strengths and weaknesses.	I can resolve conflict maturely.	I can adapt when things do not go as planned.	I act as a positive role model.	I seek opportunities to improve.	I make connections across subjects.
I can make responsible decisions independently.	I demonstrate integrity in my actions.	I understand effort leads to success.	I recognise how my actions impact others.	I am motivated to achieve my potential.	I challenge my own thinking.

Year 6					
Be Independent	Be Respectful	Be Determined	Be a Community	Be Aspirational	Be Curious

I can manage my learning and behaviour independently.	I consistently demonstrate respect in all situations.	I persevere through significant challenges.	I lead by example within the school community.	I strive for excellence.	I actively seek new knowledge and understanding.
I can reflect honestly on my strengths and areas for development.	I appreciate and celebrate diversity.	I remain resilient when faced with setbacks.	I support and encourage younger pupils.	I am motivated to achieve my ambitions.	I independently enquire and investigate.
I can take responsibility for my decisions and actions.	I can communicate thoughtfully and respectfully.	I use feedback to continually improve.	I contribute positively to the wider community.	I understand the importance of lifelong learning.	I evaluate information critically.
I am prepared for the next stage of my education.	I model the school's values for others.	I demonstrate self-belief and determination.	I recognise my responsibility as a role model.	I set challenging goals and work towards them.	I think deeply, creatively and independently.

APPENDIX 2

Infant School Behaviour Procedure (EYFS and KS1)

The Infant School behaviour system uses Class Dojos as the primary behaviour management too.

Dojo System

The dojo system is an online system of rewarding good behaviour which is linked to our school vision. Children can get points for their individual dojo if they have demonstrated one of the six school values

When given a green dojo by the teacher the children are able to put a point on the interactive whiteboard and see their score change throughout the week. Before Golden Time, on a Friday afternoon, the top two Dojo champions per class are revealed and they have the choice of participating in a special activity. The champion from each class is displayed in the classroom window.

Points are rewarded for positive reinforcement, wherever possible. Everyone in the class will receive a dojo if they have demonstrated a particular school value, if a child is not displaying a value then the rest of the class may be given a dojo. This provides a very positive model for those that need support.

Any child that is not showing appropriate behaviour will receive a warning and be supported to make good decisions. However, if they continue with the unwanted behaviour then a red dojo may be given. Certain actions, such as purposely hurting another child, would result in instantly getting a red dojo. Each red dojo given will mean the loss of two minutes of Golden Time on Friday afternoons.

Dojo badges

When a child has earned a 100 dojos they will be given a 100 Dojo bronze badge in assembly and parents will be invited in to see them receive the award. When they have earned 200 dojos they will be given a silver dojo badge and a gold one for 300. The expectation is that every child will earn a bronze, silver and a gold each year.

Golden Time

Golden Time is a special time on a Friday afternoon lasting between 45 to 60 minutes. During Golden Time the children get to access special toys and activities that are not available during the normal school week. If a child has acquired red dojos, they may spend a short period reflecting on their choices and discussing strategies for success before joining the activity. Every child will get some Golden Time, there is never a situation where a child will lose their entire amount of time.

Other Rewards

- Each week, one child per class is chosen to be Star of the Week. The star is rewarded with a certificate in Celebration Assembly and has special privileges throughout the following week, as agreed in their class, such as sitting on the star chair, or being first in the line every day.
- We also reward good learning behaviour at home through reading certificates and in Year R maths challenge certificates as well.
- Good lunchtime choices are rewarded through 'eating all my vegetable' stickers which was a scheme introduced by our Young Governors.
- Each class has the flexibility to introduce other whole class rewards as necessary.

Other Sanctions

- As well as being given a red dojo point, children may be asked to take some time out within the classroom. Any child taking time out should have a sand timer so they know the length of time they must spend thinking about their behaviour
- Children may, after having a time out in class be taken to another class for a time out or to complete some unfinished work
- **Children must never be sent out of the classroom unsupervised as a sanction**
- For severe incidents of inappropriate behaviour, the child will be sent to the Headteacher's office. The Headteacher will then decide on an appropriate sanction, which may include calling the child's parents

APPENDIX 3

Junior School Behaviour Procedure (KS2)

Zone Boards

Each classroom has a 'Zone Board' which is used to promote excellent behaviour. This is a tool for acknowledging and encouraging positive behaviour whilst being clear with all pupils that poor behaviour is unacceptable.

Zone Board Rules:

- All pupils start each session, morning and afternoon, on green.
- Pupils are moved up onto silver for positive behaviour and they are told what it was they did or are doing that is good.
- Pupils who are already on Silver can be moved up onto Gold if their behaviour continues to be excellent.
- Pupils whose behaviour falls below the expected standard will be moved down the zone board.
- A pupil who is on Yellow is expected to get back onto Green and will be helped to achieve this.
- Yellow is a warning and there are no consequences for being on Yellow.
- If a pupil's behaviour continues to fall below the expected standard, then they will be moved onto Red. They will be helped to get back onto Green but they will lose 5 minutes of their next break.
- On the rare occasions when behaviour still does not improve a pupil is sent to the 'Partner Class' for 10 minutes – work to be completed at appropriate time. The pupil is back on Yellow on return to class. If this is necessary, then:
 - a. Pupil is put on a report card for 2 weeks.
 - b. Teacher to telephone parents to keep them informed and ask for their support.
 - c. SLT monitor all pupils on report cards.

Report Cards

Report cards can be used to support pupils to achieve excellent behaviour. Before a pupil is put on a report card, the teacher will discuss the reasons for this with the Senior Leadership team (SLT). The Class Teacher will then inform parents and explain the system.

- A pupil will be given a score of 1-5 for each session with 5 being excellent.

- At the end of each day the pupil takes it to a member of SLT to discuss the day. This is a positive solution focused conversation.
- Normally a pupil would have a report card for 2 weeks as the expectation is that the behaviour will have improved in that time. However, this can be adjusted by the Inclusion Manager, Deputy or Headteacher.
- The Class Teacher is responsible for informing all staff who work with that pupil and ensuring that the system is followed correctly.
- During celebration assembly the Class Teacher will ensure a member of the support staff scans the completed card and uploads it onto CPOMs. The card is then sent home.
- If a parent wants to check the card daily, then they are welcome to come in at the end of the day or ask their child to show it to them. However, it will not be sent home until the end of the week. If needed the scanned copy can be emailed home.

Specific praise

Specific praise is a powerful tool, both for recognising and reinforcing appropriate behaviours. Pupils need to know what they have done well and they need to learn to recognise success for themselves. We need to move towards intrinsic motivation if we are to have independent and confident learners. Praise must be for something clearly identified.

Be specific:

1. Name
2. Behaviour
3. Positivity

- Stickers can be used to celebrate success.
- Award Certificates - Certificates are given to individual pupils during whole school assemblies on Friday and parents are invited to attend.
- S.T.E.P. (Sorry, Thank You, Excuse Me, Please) - S.T.E.P. awards are given to one pupil per class (chosen by class teachers) each term to recognise excellent manners.

Clear Consequences

At Bordon Infant and Junior Schools we create a safe environment in which pupils can grow. If a pupil's behaviour falls below the expected standard this leads to consequences. These can take several forms and are reasonable and proportionate in all circumstances, with account taken of the pupil's age, any special educational needs or disability they may have:

- a. A pupil may be given an **additional task**; this may be class work or helping others around the school.
- b. A pupil may **lose some of their privileges**; this may involve missing playtimes or other activities.

- c. A pupil may be asked to **move** to a different part of the class or to a partner class for a period of time.

Consequences are only applied to the individuals whose behaviour has fallen below the expected standard. They are not applied to a group or class.