



# Parent and Carer Guide

## Behaviour System

### Time Outs

&

### ClassDojo Reward System





## Contents

### **Behaviour System and Time Outs**

	<b>Page</b>
Rules, Rewards and Sanctions	3
<b>'Time Out' Behaviour Sanctions</b>	
Time Out A	4
Time Out B	4
Time Out C	5
Beyond Time Out C	5
List of Unacceptable Behaviours	6
COVID-19 Appendix	8
<b>Reward System</b>	
ClassDojo Overview	10
Bronze, Silver and Gold Certificates	11
ClassDojo Whole Class Golden Time Reward	12
Additional Rewards	13



## **Parent & Carer Guide to Cottingley Village Primary School's Behaviour System and 'Time Out' Procedures**

At Cottingley Village Primary School we promote desired behaviours by following a **'Time Out'** System. All children are clear about how these work and the sanctions that are related to the different **'Time Out'** Sanctions

Cottingley Village Primary School follows five simple rules that everyone is expected to follow. Everyone knows them and is able to understand what they have done wrong if they break a rule.

### **Our Rules, Rewards and Sanctions are:**

#### **RULES:**

1. We will do as we are asked first time
2. We will listen when someone is speaking
3. We will be proud of ourselves, our work and everything around us
4. We will keep hands, feet and objects to ourselves
5. We will work as a team showing respect and care for each other and everything around us

#### **REWARDS:**

1. Your teacher will comment specifically on how well you have done
2. You will be awarded a Dojo
3. You can show your work to another adult, such as Mrs Mannings, Miss Ward or Mrs Geale
4. When you have collected 100 Dojos, or 30 in EYFS, you will receive a Bronze Certificate and a letter will be sent to your parents
5. When you have achieved your Bronze Certificate you can work towards your Silver, Gold and Platinum Certificates

#### **SANCTIONS:**

1. Your teacher will give you up to 3 warnings
2. You will be sent to Time Out A - up to 10 minutes sitting alone in Time Out
3. You will be sent to Time Out B - up to 1 hour working in another class. A letter will go home to your parents
4. You will be sent to Time Out C – up to half a day working alone with a Senior Member of Staff. A letter will go home to your parents
5. You will be sent to a Senior Member of Staff. You will have a personalised sanction specific to your needs. Your parents will be called into school for a meeting about your behaviour
6. You will be sent to Mrs Geale. You will have a personalised sanction specific to your needs. Your parents will be called into school for a meeting about your behaviour

If a child breaks a school rule we will use our behaviour system to reinforce the schools expectations. These are the **'Time Outs'**.

Cottingley Village Primary School has a positive learning ethos. Our school rules support this. However, we recognise that children – just the same as adults - learn from their mistakes. A primary school is a 'safe' environment to learn in. Our behaviour system supports learning about desired behaviours and helps children to understand that our undesired behaviours have a consequence; just as we, as adults understand this as an active member of society. The system rewards positive behaviour and has a consequence for the undesired, each being apportioned fairly and equally as required.



In order to track undesired behaviours each class has a '**TIME OUT BOOK**' where warnings/sanctions are recorded and dated with a clear reason for the action.

## **Time Out Behaviour Sanctions**

### **What is a Time Out A?**

Children are placed in Time Out A for low level disruptive behaviours, such as shouting out in class, talking over the top of others, wandering around the classroom (see examples on page 5). All children are given three warnings about their behaviour and if it continues they will be put into Time Out A. Should a child receive three Time Out As in the same half term, the class teacher will put a note in their Home School Communication Book to alert parents.

### **What Happens in Time Out A?**

#### **EYFS**

Each classroom has a Time Out Chair where a child is sent to sit for 5 minutes. The child's name is entered in the class Time Out book for monitoring purposes.

#### **Years 1 to 6**

Each class has a Time Out area where a child is sent to work in isolation for 10 minutes within the classroom. The child's name is entered in the class Time Out book for monitoring purposes.

### **How many Time Out As can my child get before further action is taken?**

If a child gets three Time Out As in one half term, then the next behaviour incident will result in them being placed on a Time Out B.

### **What is a Time Out B?**

A child is placed on Time Out B for more serious behaviour (see examples on page 5), or if they have already received three Time Out As in a half-term.

### **What happens in Time Out B?**

The child is sent, with work, to spend;

- 15 minutes for EYFS
- 30 minutes for Year 1, 2 & 3
- 1 hour for Years 4, 5 & 6

This will be in another classroom where they are placed at the Time Out Area to complete the given tasks. After the time is completed the child returns to their classroom for whole class learning. The child's name is entered in the Class Time Out Book and recorded for monitoring purposes on the School Behaviour System. Parents are contacted via telephone and a letter is sent out as confirmation.



## **How many times can my child be placed into Time Out B before further action is taken?**

If a child is placed in Time Out B twice within one half-term and there is a further behaviour incident, they are then put into Time Out C.

## **What is a Time Out C?**

A child is placed on Time Out C if:

1. They have already had two Time Out Bs in one half term, or,
2. Their behaviour is of a serious concern to school e.g. physically assaulting another child, repeated use of inappropriate language, bullying, repeatedly breaking school rules, leaving school grounds, fighting etc. (See examples on page 5).

## **What happens in Time Out C?**

The child is sent, with work, to spend;

- 30 minutes for EYFS
- 1 hour for Year 1, 2 & 3
- Half a day for Year 4, 5 & 6

This will be under the supervision of a senior member of staff. The child's name is entered in the Class Time Out Book and recorded for monitoring purposes on the School Behaviour System. Parents are contacted via telephone and a letter is sent out as confirmation. If a child is taking part in any pre-paid activities in school they will not be permitted to continue these and will be refunded for any remaining sessions.

## **How many Time Out Cs can my child get before further action is taken?**

If a child gets two Time Out Cs in one half term, then the next behaviour incident will result in a personalised approach to a sanction.

## **Behaviour beyond Time Out C**

On a rare occasion a child's behaviour is deemed more serious than the sanction of Time Out C, the School will implement a personalised approach to sanctions which may include a fixed period of exclusions.



## **List of Unacceptable Behaviours (this is not an exhaustive list but provides examples for clarification)**

### **Examples of unacceptable behaviours that may result in Time Out A**

- Tapping ruler, talking, tutting, making silly noises (including bodily functions such as burping), shouting out and wandering around the classroom.
- Lack of respect in any form.
- Answering back/arguing with an adult – isolated incident
- Directly breaking a school rule such as talking when someone is explaining something
- Refusal to work/none engagement – occasional
- Disturbing the learning of others – occasional
- Pulling faces/deliberate staring
- Messing around in toilets
- Single incident of de-facing school book
- Wearing outdoor shoes around school
- Burping

### **Examples of unacceptable behaviours that may result in Time Out B**

- Name calling
- Unkind behaviour causing upset
- Unkind comments causing upset
- Ignoring a school rule – consistently
- Snapping a rule or damaging other school equipment
- Rude hand gestures
- Answering back/arguing with an adult – more than one occasion

### **Examples of unacceptable behaviours that may result in Time Out C**

- Physical behaviour that results in others being hurt
- Leaving the School Grounds
- Graffiti with intent
- Fighting
- Swearing
- Homophobic/racist/insulting language
- Stealing
- Inappropriate use of ICT
- Causing harm, distress, upset
- Damage to property or the School environment with intent including defacing something for example damaging a coat by swinging someone else by the hood or deliberately breaking branches off trees
- Answering back/arguing with an adult – persistently
- Spitting

### **Examples of unacceptable behaviour that may result in a fixed period of exclusion**

- Gang-like behaviour e.g. Holding someone down 3:1
- Peer on peer abuse e.g. An imbalance of control
- Extreme physical behaviour e.g. Jumping on back, dragging to ground, thumping, kicking



- Having in their possession/use of a dangerous object e.g. knife.
- Physical, intended 'attack'

**Unacceptable behaviours in the School Grounds (during the School Day)**

- Swinging/climbing on the shelter in KS1
- Standing on the rocks at the front of School
- Hurdling the benches
- Playing on the grass, in the bushes, by the Beck without permission
- Swinging on the bars next to the Reception Classrooms
- Playing with tennis ball/rock ball etc. when it is not the designated day for a specified Class
- Playing fighting games such as 'pile on'.
- Swearing – heard first hand by an adult
- Charging around the stage, climbing on benches, going on the grass without permission
- Standing on the tables and planters
- Crawling under the tables
- Throwing rubbish about
- Ruining the plants
- Eating sweets

**Unacceptable behaviours before and after school**

- Playing football
- Playing on the field
- Climbing the fences
- Playing by the Beck
- Reckless behaviour
- Squirting water-bottles
- Physically handling a child (Personal Space)
- Gang/pack mentality – intimidating behaviour
- Swinging on door frames
- Leaving Year Five/Year Six cloakrooms in a mess
- Playing on the Early Years equipment
- Eating sweets



## **Behaviour Procedure Appendix re Covid-19**

**The behaviour policy, procedures and guidelines are still in place.  
Additional rules for Nursery to Year 6 during Covid-19 are:**

### **Expectations**

**Children will be reminded daily about expectations for behaviour referencing:**

- \*The general school rules
- \*The class behaviour rules where applicable
- \*Social distancing signage
- \*Handwashing posters
- \*Catch it, kill it, bin it

### **Hygiene and Health**

**Children should remember:**

- When sneezing or coughing follow 'Catch it, kill it, bin it' signs
- Cough or sneeze into elbow if no tissue available
- To wash hands when asked by adult
- Not to deliberately touch eyes, nose or mouth
- To tell an adult when they need to visit the toilet
- If feeling unwell, tell an adult straight away

### **Social Distancing in the classrooms and around school**

**Children should remember:**

- To keep a social distance – **2m+** where possible
- Stay within the area they have been given by their teacher
- Not to deliberately touch anyone
- Not to deliberately touch anything that belongs to others
- Only use pens, pencils, rulers etc that have been provided

### **Social distancing within the playground or outdoor areas**

**Children should remember:**

- To keep a social distance – **2m+** where possible
- Not to deliberately touch anyone
- Stay within the area they have been told by their teacher





## **Personal belongings**

### **Children should remember:**

- Not to bring anything to school other than basic essentials
- Not to take home any school equipment

**Warnings and Time Out Procedures** will still be in place and parents will be contacted should any unsafe behaviour become persistent, on a case by case level related to the everyday rules and expectations within school.

Any child that deliberately flouts the social distancing rules or does not follow the restrictions in place, while the national crisis continues, at school will be sent home with immediate effect. There will be no second chances or warnings where a child is being intentional and causing fear or anxiety in others. Safety of all comes before the individual child having a second chance when this is our duty of care to all.

**EYFS and younger children** will be supported to remain within the rules in their 'bubbles'. Social distancing will not be enforced due to the age of the children and their lack of understanding.

## **Behaviour Sanctions**

### **Time Out A – in the child's classroom**

#### **Unacceptable Behaviours:**

- No change to original behaviour sanctions

### **Time Out B – in the child's classroom**

#### **Unacceptable Behaviours:**

- Persistently breaking social distancing guidelines
- Persistently straying away from allocated area in classroom or playground

### **Time Out C – arranged dynamically with Senior Member of Staff**

#### **Unacceptable Behaviours:**

- Intentionally breaking the social distancing guidelines
- Deliberately touching another person
- Deliberately touching another person's belongings or equipment



## Parent and Carer Guide to Cottingley Village Primary School's Reward System

### Children's achievements are routinely acknowledged through:

- Feedback in books
- Recognition in assemblies
- Displays of children's work
- Visits to a member of the Senior Leadership Team to show good work

### ClassDojo Overview

ClassDojo is an online reward system where Dojo 'rewards' are rewarded to children.

This is a CONSISTENT approach for rewarding and encouraging good learning behaviours.

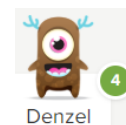
ALL staff, including lunchtime supervisors, award Dojos to children for:

- Challenging themselves
  - Persevering
  - Effort
  - Responding to feedback
  - Following the school rules
- Dojos are awarded by the member of staff reinforcing the good behaviour e.g. "Well done, you can have a Dojo for..."

### One Dojo

The Class Teacher or other member of staff, including Senior leaders, will allocate the Dojo reward onto the child's Avatar via ClassDojo.

ClassDojo automatically collates the number of Dojos a child has been awarded, which is seen as a number against the child's Avatar (see picture as example)





## **Bronze, Silver and Gold Certificates**

### **100 Dojos (30 Dojos for EYFS) (Bronze Certificate)**

#### **Target- to achieve in Autumn Term**

Children are supported to achieve their Bronze Certificates by the end of Autumn Term and parents or carers will receive a letter recognising their child's achievement in this time scale.

### **200 Dojos (60 Dojos for EYFS) (Silver Certificate)**

#### **Target – to achieve in Spring Term**

Children are supported to achieve their Silver Certificates by the end of Spring Term and parents or carers will receive a letter recognising their child's achievement in this time scale.

### **300 Dojos (90 Dojos for EYFS) (Gold Certificate)**

#### **Target – to achieve in Summer Term**

Children are supported to achieve their Gold Certificates by the end of Summer Term and parents or carers will receive a letter recognising their child's achievement in this time scale.

### **400+ Dojos (120 Dojos for EYFS) (Platinum Certificate)**

If children achieve 400 (120 for EYFS) Dojos during the school year they are presented with a Platinum Award by a Governor at a special Friday afternoon Assembly, to which their parents or carers are invited.



## ClassDojo Whole Class Golden Time Reward

- Each class has a ClassDojo Golden Time Reward chart which tracks the progress of the whole class, each Term, through the Dojo system to **motivate the class to work in collaboration to achieve 'Golden Time' each term.**
- When the whole class have achieved the term's **Target** number of Dojos (i.e. 100 or 60 etc) the teacher allocates them the **'Golden Time'** reward.
- Golden Time is a reward **chosen by the children** collectively. This may, for example, be an extra play, art or games session.
- Golden Time Termly Targets:
  - **Autumn Term – Bronze Certificates**
    - **EYFS**  
30 ClassDojos
    - **Year 1 to Year 6**  
100 ClassDojos
  - **Spring Term – Silver Certificates**
    - **EYFS**  
60 ClassDojos
    - **Year 1 to Year 6**  
200 ClassDojos
  - **Summer Term – Gold Certificates**
    - **EYFS**  
90 ClassDojos
    - **Year 1 to Year 6**  
300 ClassDojos

### Golden Time is awarded as follows:

- Whole class achieving Bronze = 30 minutes Golden Time
- Whole class achieving Silver = 45minutes Golden Time
- Whole class achieving Gold = 1 hour Golden Time



## **Additional Rewards**

### **Star of the Week**

Stars are written and awarded by the class teacher weekly to one child, for a number of reasons such as:

- Outstanding behaviour
- The child's use of Building Learning Power
- Outstanding piece of work
- Kindness to others
- Outstanding attitude to learning
- Acts of bravery
- Looking after others or school property
- Improvements school work / attitudes to learning
- Modelling appropriate citizenship

The teacher reads the star of the week in assembly with the child joining them at the front. The child is presented with the star. The stars are displayed to celebrate children's achievements. A postcard is sent to the child's home with what is written on the star. The child's first name also appears on the website under the Star of the Week icon.

### **Other School Awards**

- A special termly award for 'Effort' is chosen by the class teacher and presented in a special Whole School Assembly
- A special termly award for 'Achievement' is chosen by the class teacher and presented in a special Whole School Assembly
- A special termly award for a positive 'Learning Attitude' is chosen by the class teacher and presented in a special Whole School Assembly
- Outstanding Attendance Award Termly
- Outstanding Class Attendance Award for the Year
- Outstanding Individual Attendance Award for the Year
- Star Buddy Awards
- Buddy Awards
- Sports Leader Awards
- Play Leader Awards