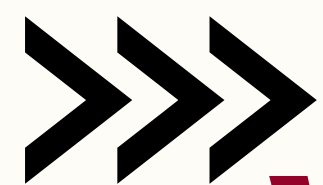


BARNEHURST BEHAVIOUR STEPS

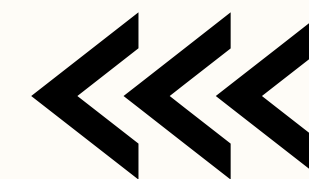
By Miss Nembhard



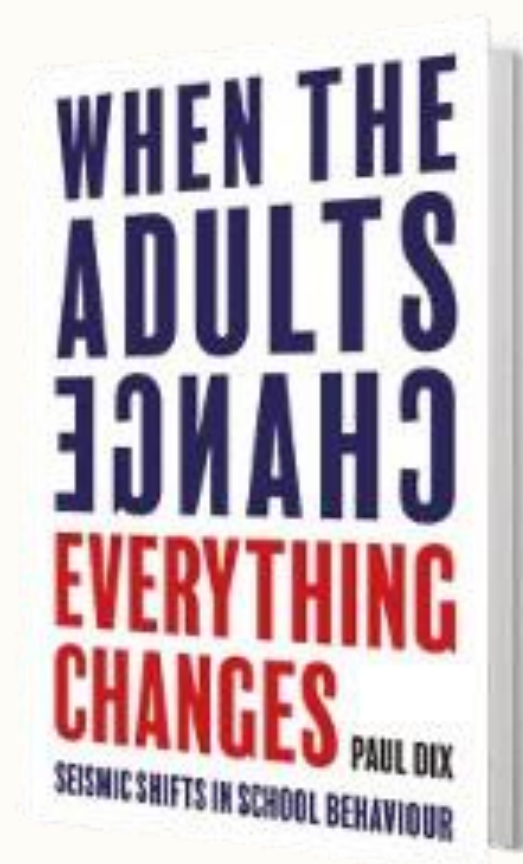


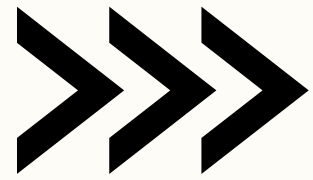
WHEN THE ADULT CHANGES

EVERYTHING CHANGES

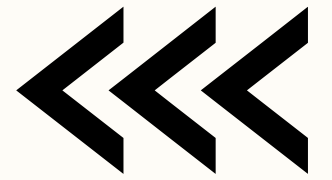


- Our behaviour shift starts with us.



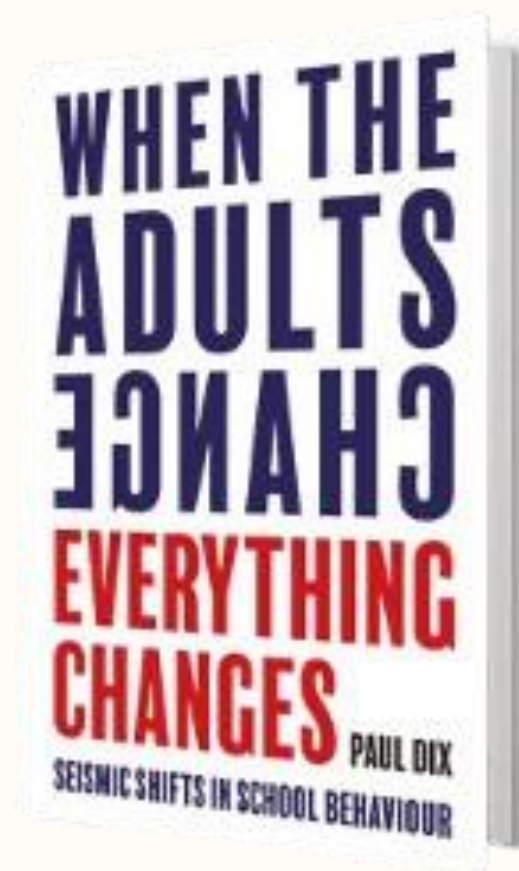
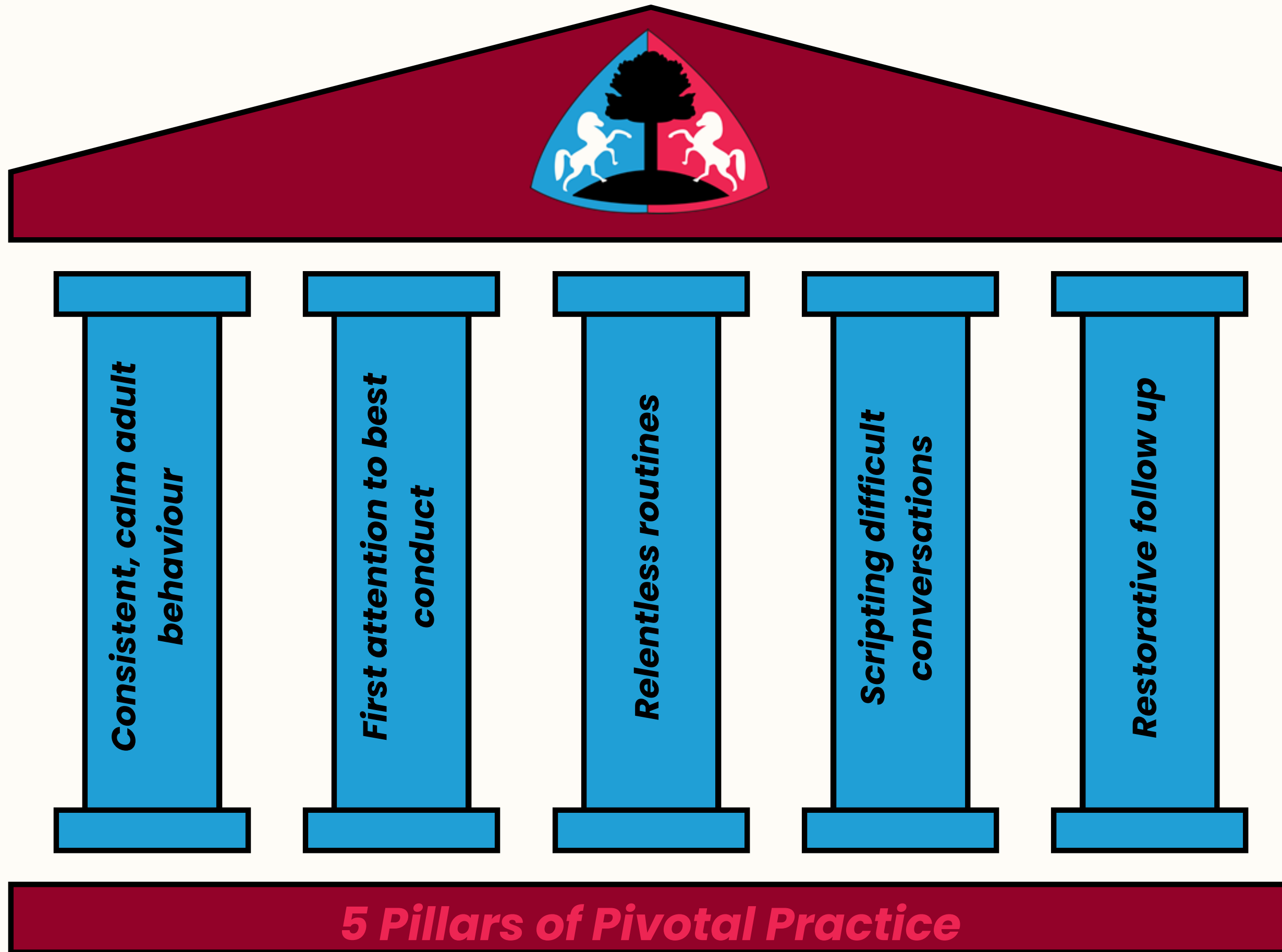


WHY CHANGE?



WHY NOW?

- All policies are reviewed regularly
- We listened to feedback from parents and our school community
- You told us consistency and fairness matter
- So we have strengthened our approach



The Barnehurst basics:

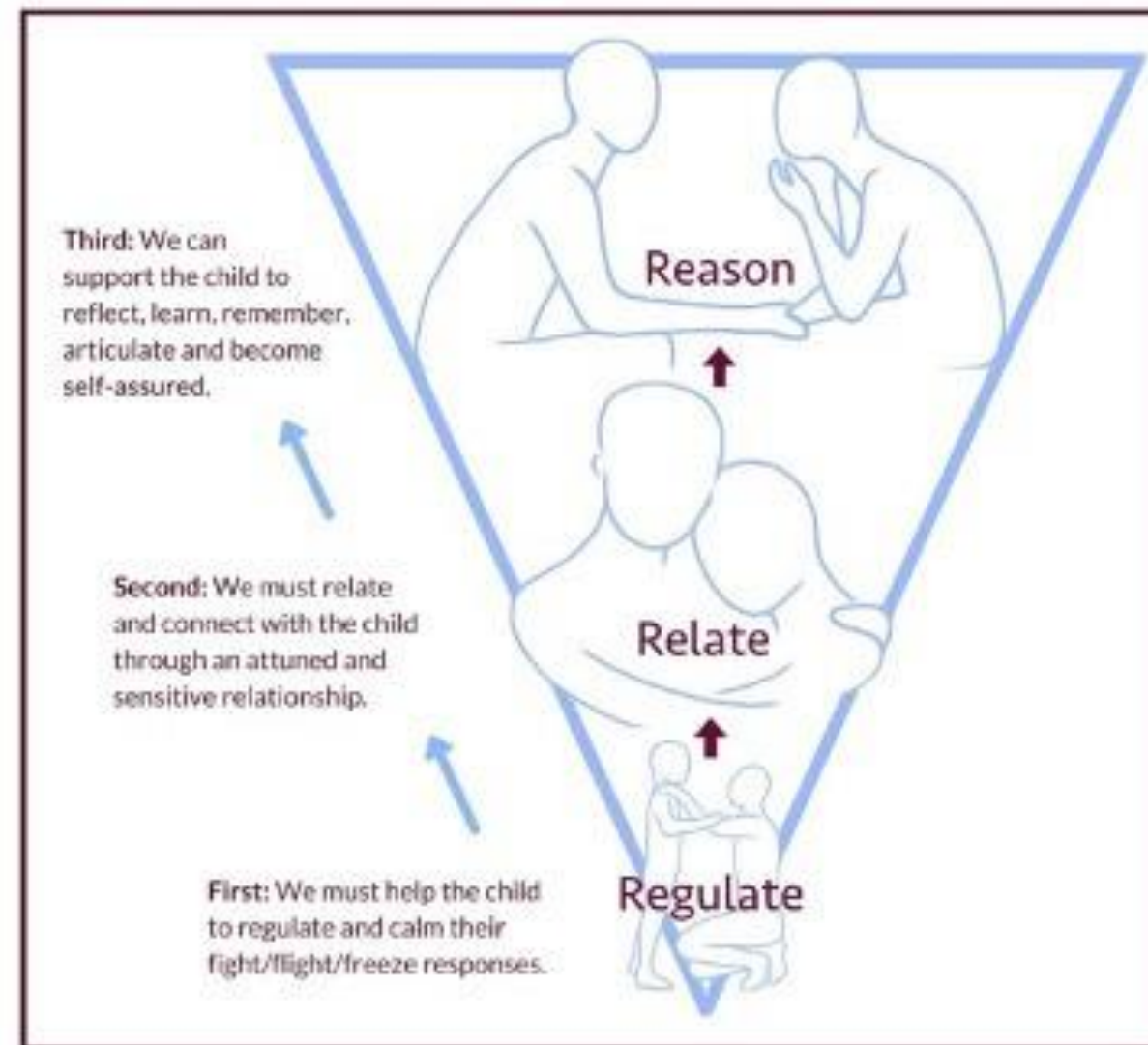
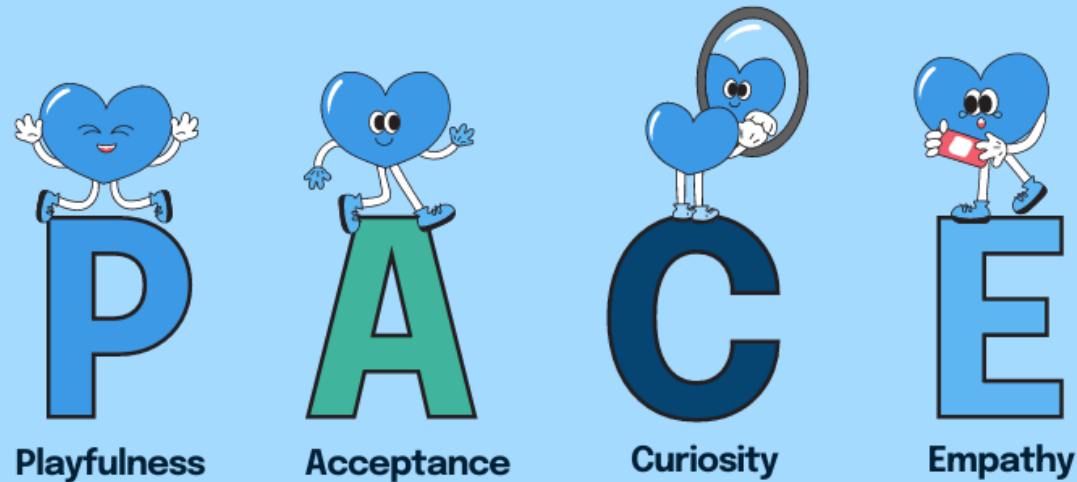
Our Core Expectations

**Be...
Barnehurst...**



Our Relational Approach

Building strong relationships with the PACE Model



30 – SECOND SCRIPT

- "I have noticed you are... this is your..."
- "...At BHF we [state one of the B's]"
- "...You need some time to reflect..."
- "Do you remember last week/ yesterday when you... ?"
- "That is who I need to see today. Thank you"

Values Compass



‘Believing, Achieving, Succeeding Together’

Recognition



- Used to record House Points
- Used to log Step 3 & 4 reflections
- Not used for messaging — please email or speak to staff
- Free to use — home praise can be added if you wish

A screenshot of the ClassDojo app interface. At the top, there are two tabs: 'All Points' and 'This week', both with dropdown arrows. Below the tabs is a section titled 'Point History' which lists three entries: a thumbs up icon followed by '1pt Ready' on 25 Feb 2026 at 15:11 by Miss Cave; a calendar icon followed by '1pt Excellent learning' on 25 Feb 2026 at 14:13 by Miss Cave; and another thumbs up icon followed by '1pt Ready' on 25 Feb 2026 at 13:55 by Miss Cave. A purple button labeled 'See More' is at the bottom of this section. Below the point history is a section titled 'Total Points' which contains three boxes: '6 SCHOOL POINTS', '1 HOME POINTS', and '7 ALL POINTS'.



Positive reinforcement

What	When/where	By whom
House points (Class Dojo) – individual, table points, collective house points Postcards home	Anytime, anywhere	Any member of staff
Recognition board – all children work towards a collective classroom goal Hot Chocolate Friday with the Headteacher – for exceptional classroom behaviour	In class	Members of staff that work in the classroom Awarded by adults in class
House points (Class Dojo) Golden table award (the last Friday of every half term) – for exceptional playground behaviour Marbles – for good lining up	Playground/Lunchtime	By any member of staff on duty By staff on lunch duty By teachers
Celebration assembly – Core values awards given out and winning ‘House’ announced	Friday assembly	By class teachers



Behaviour Steps

Step	Consequence
1 – Reminder	Child is reminded of expectations and given opportunity to reset
2 – Warning	Clear warning issued and opportunity to make a better choice
3 – Reflection in Class	Timed reflection in classroom reflection space
4 – Reflection in Partner Class	Reflection in another classroom and restorative follow-up
5 – Reset, Restore and Return	Support from trusted adult or leadership to regulate
6 – Refocus	Time with leadership to re-engage with learning
7 – Internal Suspension	Used for persistent or serious behaviours

Fast Track

Extreme incidents (fighting, extreme emotional behaviour/swearing, racist/homophobic language)

Fast-tracking is rare, exceptional, and reviewed by ELT/SLT.

Fast-tracking is for deliberate physical or aggressive behaviours

Persistent Step 5 incidents across a week = parent meeting
Persistent step 6 incidents across a week = behaviour support plan



Playground Steps

Each playground will have:

- A designated Calm Corner
- 5/10-minute sand timers
- Visual BE reminders
- The Hub open from 12:30 - 13:15

Lunchtime staff will:

- Wear high vis jackets for visibility of support
- Model high quality interactions & play with children
- Redirect play if necessary
- Unpick minor incidents
- Use the same language/scripts

ELT will:

- Monitor & support
- Lead on any incidents needing investigating

Class teachers will:

- Monitor Class Dojo for frequent lunchtime reflections

Step	Consequence
1 – Reminder	Verbal reminder of expectations
2 – Warning	Opportunity to reset
3 – Playground Reflection	Short reflection in Calm Corner
4 – Reflection in The Hub	Supported reflection
5 – Leadership Support	Further support if behaviour continues



Restorative follow up



Reflection Sheet



This is what happened:



To make things better, I will:



Next time I will:



How I
am
feeling:

Blue Zone	Green Zone	Yellow Zone	Red Zone
 sad	 happy	 frustrated	 angry
 tired	 calm	 worried	 scared
 poorly	 ok	 silly	 out of control
 bored	 ready to learn	 excited	



Reflection Sheet



This is what happened:



To make things better, I will:



Next time I will:



How I
am
feeling:

Blue Zone	Green Zone	Yellow Zone	Red Zone
 sad	 happy	 frustrated	 angry
 tired	 calm	 worried	 scared
 poorly	 ok	 silly	 out of control
 bored	 ready to learn	 excited	

Adaptations

Key stage	Classroom Step 3 & 4	Lunch time Step 3	Lunch time Step 4	Lunch time Step 5
EYFS:	5 minutes (adult supported)	5 minutes (adult supported)	10 minutes	10 minutes
KS1	5 minutes	5 minutes	10 minutes	15 minutes
KS2	10 minutes	10 minutes	10 minutes	15 or 30 minutes

SEND Adjustments (Embedded not separate)

- Visual BE cards
- Pre-warning prompts “You have been reminded, the next time, I will have to give you a warning”
- Now/Next to prevent escalation
- Regulation before reflection
- Individual success targets celebrated
- Flexible reflection format (draw, talk, symbol select)
- Adult support to complete reflections

Restorative follow up

Building strong relationships with the PACE Model



Playfulness



Acceptance



Curiosity



Empathy

Restorative Script	Adapted Script – EYFS/SEND
Regulate – “How are you feeling now? Are you ready to talk?”	Regulate – “Are you okay? Is your body calm or not yet?” “Do you need a break, a drink, or some quiet time?”
Relate – “I’m glad you’re here. I want to understand what happened.”	Relate – “I’m here with you.” “You’re safe. I want to help you.”
Reason – 1.What happened? 2.What were you feeling at the time? 3.Who has been affected and how? 4.What do we need to do to put things right? 5.What will help you next time?	Reason – 1.What happened? (Show me / tell me / point) 2.How were you feeling? (Use visuals, colours, simple emotions) 3.Who was affected? (Who got hurt or upset?) 4.What can we do to make it better? (Offer clear choices) 5.What will help you next time? (Ask for help / take a break / use a calm tool)



What will feel different for parents?

- Greater focus on recognising positive behaviour
- Fewer immediate removals from lessons
- More support before consequences
- Reflection and repair instead of punishment
- Clearer and more consistent communication

Step	Classroom Parent Communication	Lunchtime Parent Communication
1 & 2	Optional verbal communication at collection	Optional verbal communication at collection
3	Notification via Class Dojo	Notification via Class Dojo
4	Notification via Class Dojo + note referencing the core expectation not met	Notification via Class Dojo + note referencing the core expectation not met
5	Arbor notification letter	Personalised Arbor letter
Authorised by ELT/SLT		
6	Phone call + personalised Arbor letter	N/A
7	Formal meeting + Arbor letter	N/A

USE OF HOME–SCHOOL COMMUNICATION (CONTACT BOOKS)

The purpose of this is to:

- Share brief key information
- Support consistency between home and school
- Reinforce positive routines

Contact books are not intended to provide:

- Daily detailed reports
- Behaviour narratives
- Ongoing written dialogue between adults

Teachers will provide brief factual updates where necessary. Parents are encouraged to contribute so that the book remains a shared support tool.

If a concern arises that requires discussion, parents should:

- Contact the class teacher via email
- Arrange a meeting where appropriate

Written communication is not a substitute for professional dialogue.

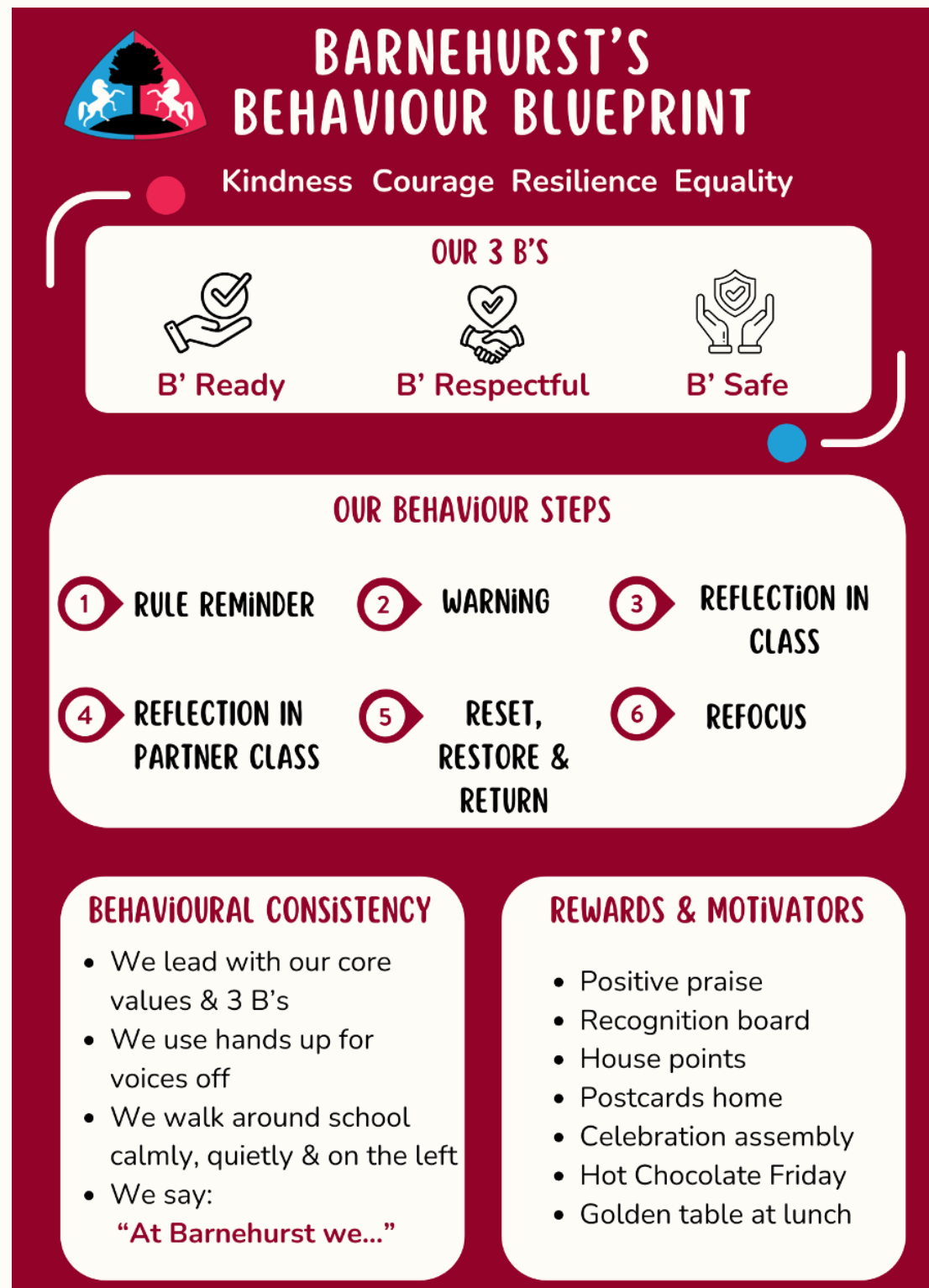
The school may review the use of a contact book where:

- It is not supporting the child effectively
- It is increasing anxiety or conflict
- It is creating misunderstanding

In such cases, alternative communication methods may be agreed.



NEXT STEPS...



CONNECT TO YOUR CHILD'S CLASS DOJO

GET FAMILIAR WITH THE STEPS

REMEMBER READY, RESPECTFUL, SAFE

SHARE YOUR FEEDBACK

Thanks For ✨ Listening ✨



FAQ

How can parents support?

You can support by reinforcing the language:

Be Ready
Be Respectful
Be Safe

And by monitoring your child's class dojo account, talking to them about how well they are doing with positive points and discussing any reflections they have had.

Is this approach too soft?

No.

This approach keeps expectations high, while helping children learn responsibility.

What if behaviour continues?

If behaviour becomes persistent, we will work together with you to put additional support in place.