

St. Mark's CE (Aided) Primary School



High Expectations for Learning: Building Resilience, Responsibility and Healthy Boundaries through Relationships (Behaviour Policy) Updated September 2023

Date approved by Full Governing Body	
Review Date	

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St Mark's School Vision



To unlock every child's individual talents so all can flourish.



To nurture resilient, curious, enthusiastic and independent learners.



Excellence through enjoyable learning experiences.



Strong relationships with our families and community.



To embody our HERO Values of Hope, Energy, Resilience and Optimism.



OUR HERO VALUES

HOPE



The God of Hope gives us confidence in our learning.

MOSES-THE BABY OF HOPE: EXODUS: 2:1-10

ENERGY



God's spirit gives us energy to do our best in all things.

JOSHUA AND THE WALLS OF JERICO: JOSHUA 6: 1-20

RESILIENCE



God's love gives us the strength to take risks.

MOSES-THE GREAT ESCAPE: EXODUS:14

OPTIMISM



Through Jesus, the Light of the World, we have faith in our success.

JOSEPH-THE DREAMER: GENESIS: 37-50

"Let your light shine"
Matthew 5:16

At St. Mark's we are very proud of our staff's commitment and dedication to ensure that all of the children within our care receive a high quality education. We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; it should be fun.

We conduct all our teaching in an atmosphere of trust and respect for all, in line with our distinctive Christian tradition.

We pride ourselves on being a family school.

We recognise that every child is unique and our skilled staff ensure that every child receives a rich learning experience that ensures they reach their full potential, within our Christian ethos of support and high expectations.

Our children are at the heart of everything that we do. We strive to nurture their natural curiosity, creativity and enthusiasm for learning-and vow to hold on to those qualities all the way up to Year 6, through our engaging curriculum.

Through our **HERO** Learning Powers-**H**ope **E**nergy **R**esilience and **O**ptimism, we prepare our children for life-long learning that goes beyond the classroom. We want all of our children to believe in themselves and rise to any challenge they may face.

Our "HERO Learning Values" should:

- ★ Be visible in each classroom – on display and talked about with pupils.
- ★ Be referred to at the start, at the end and during lessons.
- ★ Become part of everyday language in school
- ★ Be used to reinforce positive learning behaviours with all classes.
- ★ Be used as an important part of pupils' reflection and review time.
- ★ Be used with individuals to encourage specific behaviours like resilience, challenge and motivation.

We live our vision every day "Let Your Light Shine!" Matthew 5:16



Equalities

“Being equal does not mean that we all get the same, but that we all get what we need.”

Our school vision ensures that the whole of the school community hold the same ethos and beliefs around equality. At St Mark’s CE Primary School we believe in creating a positive learning ethos where children are actively involved in engaging and stimulating learning experiences. We aspire to create lifelong, reflective learners, equipping our children with knowledge, skills and understanding to help them to make informed choices throughout their lives.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

Aims

In line with the philosophy and ethos of St Mark’s CE Primary School our approach to behaviour is based on inclusion, self-respect as well as respect and empathy for others. All within the school community are expected to have an understanding of their rights and their responsibilities towards each other and their environment. This policy aims to promote self-esteem and resilience through recognition and rewards, however all members of staff hold the boundaries and demonstrate high expectations for behaviour.

Every moment of every day at St. Mark’s is a learning opportunity, this includes both social and class based learning time. Therefore we plan carefully to ensure children learn a variety of skills for life. As an attachment friendly school we adopt a secure base with a child-centred approach based upon the social and emotional development of a child. We focus upon each child’s stage of development, rather than their chronological age. We enable children to develop their skills to build healthy, supportive relationships with peers and adults alike. Through these relationships we can teach children to be resilient and responsible members of the community, building foundations for their future. We aim to support children to become intrinsically motivated.

Shine Behaviours

We expect everyone within the school community to follow the school's Shine Behaviours and are displayed in classrooms and around the school and reinforced in Collective Worship, PSHE lessons, circle times and throughout the day.



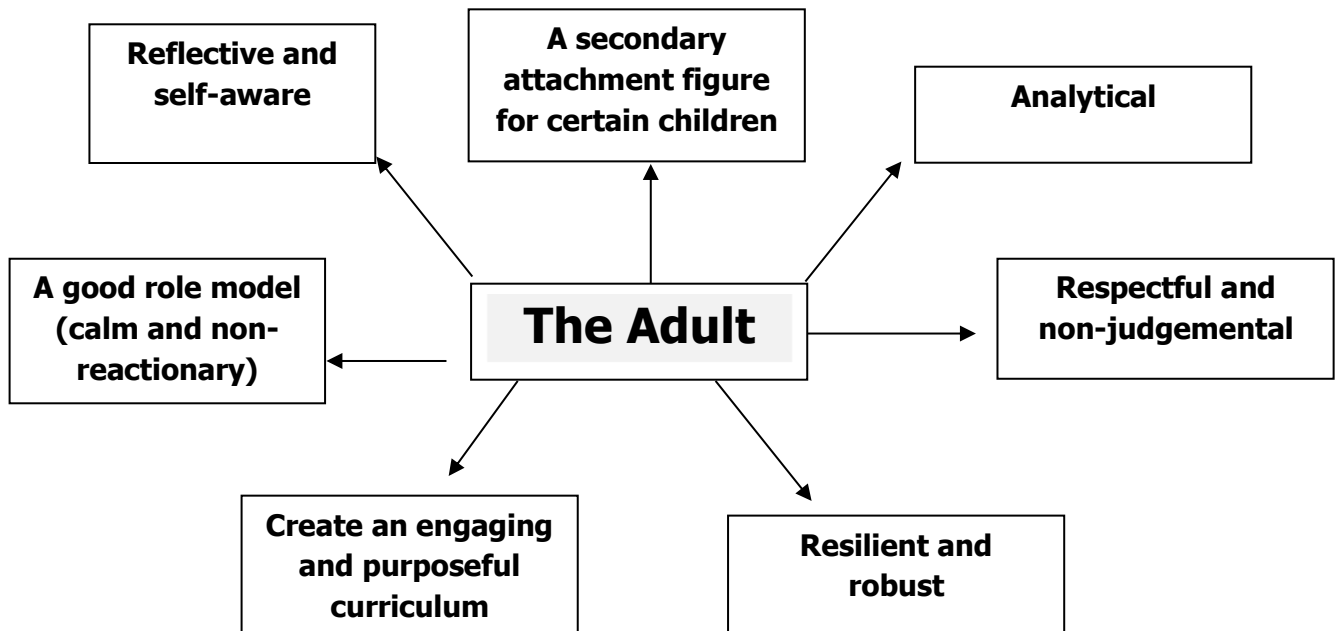
We always let our lights shine.



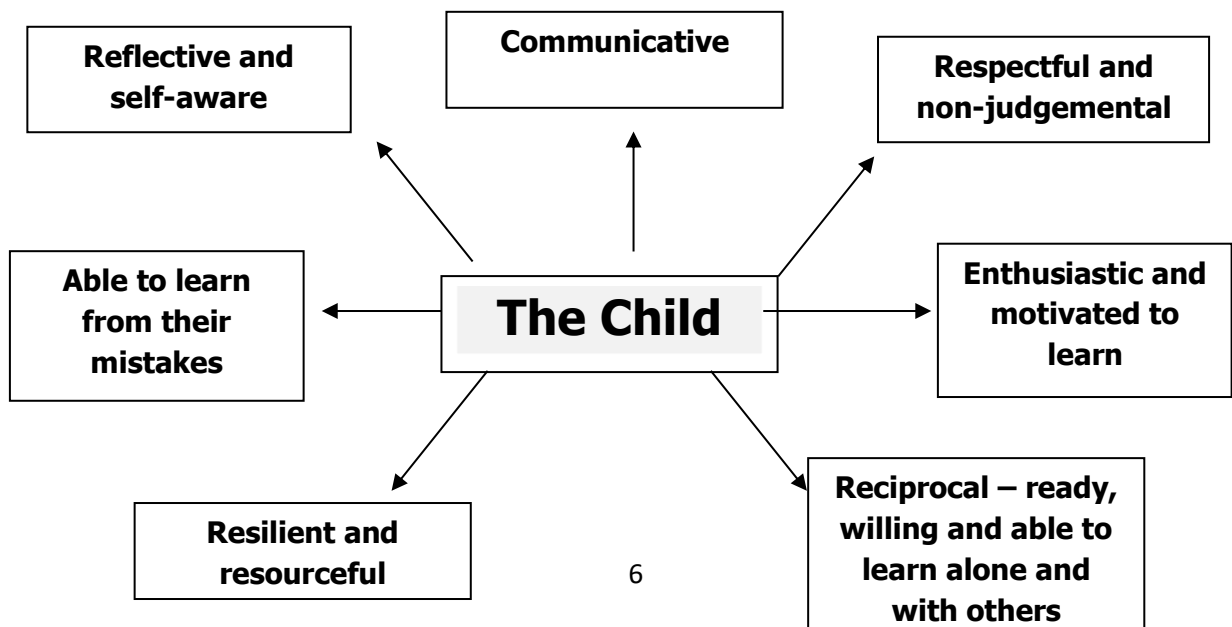
We never dim the lights of others.

These are displayed as visual prompts around the school- with communicate in print images. Be helpful, listen, be safe, look after things, make good choices.

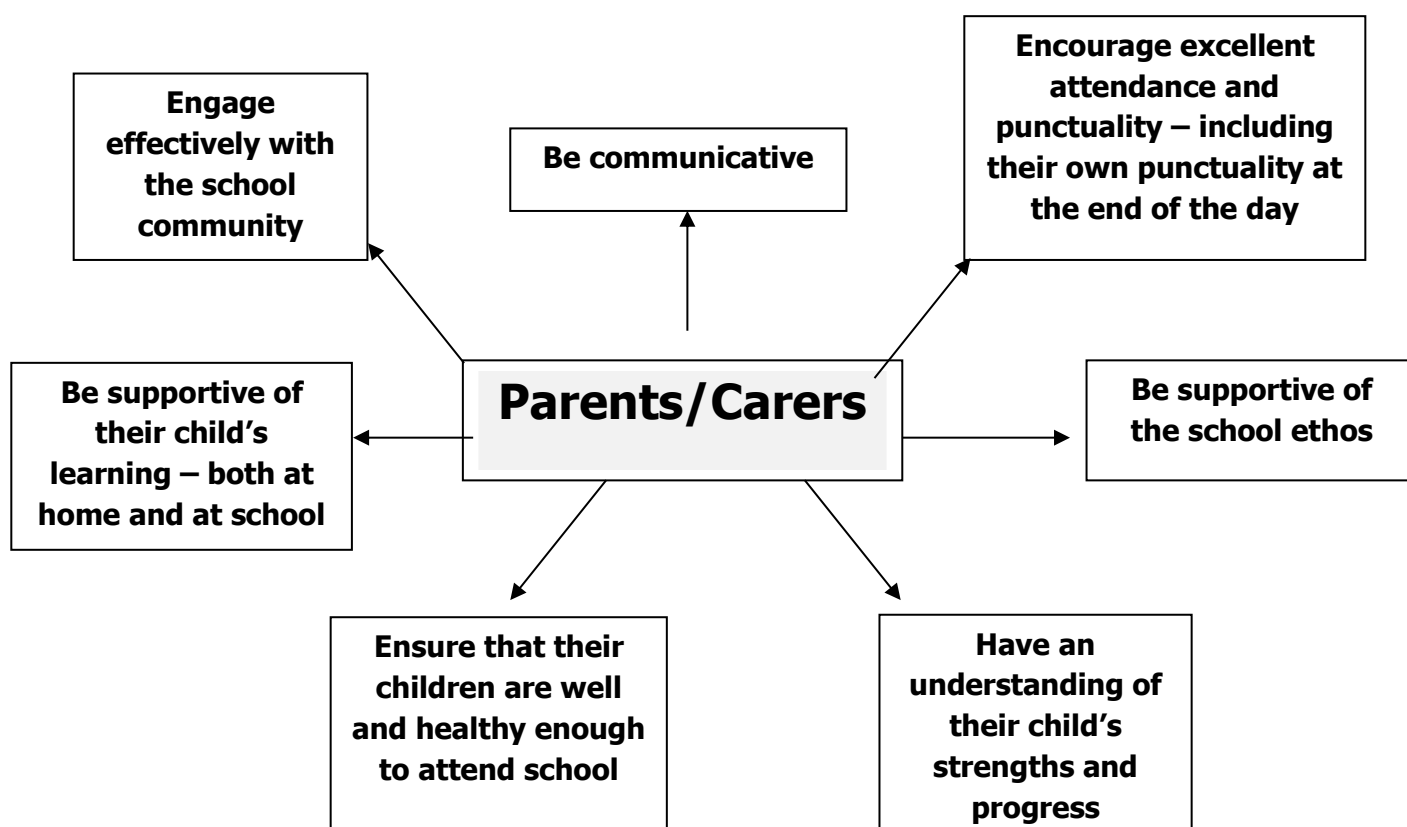
The adults in our school are:



We will help the children in our school to be:



We will encourage and support all parents and carers to:



Primary, Secondary and Tertiary Responses

Primary responses are part of the everyday practice of the school to promote learning behaviours and high standards of behaviour. Home-School Contracts are sent home in the first half term of each year. In addition to this, teachers draw up a class charter in the first week of the year in consultation with the class; this should be signed by all class members (including staff) and displayed in the classroom alongside the Shine Behaviours boards. Staff that are linked to a class are aware of its content. These include the “Team Stop signal”, TTYP signal and other non verbal cues eg 1, 2, 3. (See appendix page 8)

Secondary responses are required actions that happen if children do not respond to primary responses. These are targeted support and strategies. These can be tailored to the individual needs of the child, usually by the class teacher.

Tertiary responses are used to uphold the standards of behaviour and to ensure a safe learning environment for all. These will include involvement of SLT and possibly outside agencies.

We aim to be an emotionally literate school and expect all members of the community to show empathy and understanding towards the needs of others. We do this by being positive and supportive, remaining calm and avoiding a confrontational and judgemental approach. Adults lead by example by modelling

emotionally literate behaviour. Children's emotional literacy is developed through circle time and the PSHE/SEAL curriculum and other areas of the curriculum, but there are times when it can be necessary to employ different strategies.

We have a clear understanding that those children who display negative or challenging behaviours could be among the most vulnerable in our school. Negative or challenging behaviour is seen as a clear message from the child that they require support and guidance from school staff and their family. We also consider supporting children through difficult times as part of their learning. Our approach therefore is to support their learning of emotional literacy. Dealing with negative behaviour is differentiated based on the needs and emotional state of the individual child. This is when the "Team Around a Child" model and clear procedures to ensure a safe and secure learning environment are implemented. We adopt a graduated approach to behaviour and SEMH (Social, Emotional, Mental Health) and see if it meets SEND criteria. (See appendix 6)

We apply a differentiated approach to supporting children with challenging behaviour as we understand that some children struggle to self-regulate their behaviour and require additional support and understanding in order for them to develop the necessary skills and strategies. The strategies used are tailored to the individual needs of the child.

Anti-social behaviour such as physical or verbal abuse deliberately directed towards others will result in an immediate 5 minute loss of Shine Time administered by the class teacher. Sometimes behaviour will be considered serious enough for the pupil to be referred directly to a member of the Senior Leadership Team. These behaviours may involve fighting, rudeness, violent and abusive behaviours (physical and verbal) or incidents of bullying, or prejudiced based incidents. In such cases, sanctions will be put in place and parents/carers will be informed and ways in which such behaviour can be managed and improved upon will be discussed with a member of the Senior Leadership Team.

As an inclusive school all children are included in learning opportunities, this includes school trips, swimming and PE. However offsite visits have to be fully risk-assessed. If a perceived risk beyond that which the school can support safely is identified then their parent/carer may be asked to attend with them or a decision may be sought from the head teacher whether a child should participate under the circumstances.

On the extremely rare occasions when a child has not responded to the primary, secondary and tertiary responses listed in the appendix then members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order

and discipline in the classroom. [Guidance from DFE [use-of-reasonable-force-in-schools](#)] Key members of St Mark's School have been trained in the Maybo techniques and work to support each other in applying them. We then inform parents and carers of the incident.

Suspensions and Exclusion

We try to keep seclusions and exclusions to a minimum. Where we feel it is necessary to exclude children, these exclusions are rigorously logged and monitored. All staff members involved update CPOMS with a clear record of incidents leading to a suspension/exclusion without delay. Children returning from suspension are placed on a team plan on their return by a member of the SLT at the reintegration meeting with the parents/carers. This is then shared with all relevant staff. See Appendix 5 for more information.

Suspensions are reported termly to the Governing body by the Head Teacher. We adhere to LA policies on suspensions, reflecting the current laws. [DFE Guidance 2023](#)

Communicating With Parents and Carers

At St. Mark's, we support the early intervention of behaviours causing concern and work in partnership with parents to support individuals and families. A high level of cooperation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures designed to maintain a high level of communication between staff, pupils and parents have been established and are reviewed regularly. Parents and carers are encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

The Role of SLT

Overall responsibility for maintaining positive discipline throughout the school lies with the Head teacher and Senior Leadership Team. Issues concerning behaviour management should be directed to the appropriate member of SLT. The role of SLT involves:

- Establishing a culture of positive reward with staff at all levels and monitoring the consistent application of this policy.
- Supporting staff at all levels in managing challenging behaviour through the communication of clear policy and procedures, monitoring incidences of behaviour and supporting staff, pupils and families.
- Leading Team Plans and ABC meetings (Attendance, Behaviour, Child Protection)
- Managing the induction of new staff in implementing this policy and procedures and receive the appropriate coaching to ensure that it is fully implemented.

Monitoring and Review

It is the role of a named school governor to monitor the policy and practice of this policy. The governor concerned liaises with the Head Teacher and Deputy Head before reporting to the governors. SLT report to Governors regarding exclusion, incidents and changes to procedures.

Appendix 1- High Expectations for Learning- Responses

High Expectations for Learning- Responses		
Responses	Playtime	Classtime
Primary – consistently used by all members of staff throughout the school day	Shine Behaviours Learning Ladder Shine Ticket- to move up the Learning Ladder Shine Club Time Hero of the Day (night before) Dojo Points Team points Bubble time Just Right tower- Self-identification Directed to different zone Directed to playtime clubs Responding to pupils not ready to learn Scripts	Shine Behaviours Learning Ladder Shine Book- end of the day Shine Club Time Hero of the Day (night before) Dojo points and Team points Bubble time/Worry Box Just Right tower- Self-identification and language modelled Move seating to good role model or work station Celebrate good work Responding to pupils not ready to learn Scripts Working with Others/Circle Time
Secondary- if a child is not responding effectively to the primary responses. Led by class teacher, supported by ABC meetings.	Helping hand –peers, adults, place Personalised Charts/Catch me cards Team Plan CPOMS completed by member of staff who witnessed the incident Consequence 1. Change of Adult if needed 2. Reflection time with staff member 3. Teacher to issue Shine time lost 4. Parent contact made by Class teacher 5. Continued behaviours - Playtime charts put in place	Helping hand–peers, adults, place Personalised Charts/Catch me cards Team Plan Make up learning time in playtime, Shine time or at home CPOMS completed by Class teacher/TA Consequence 1. Change of Adult if needed 2. Reflection time/ Working in parallel classroom to reset 3. Teacher to issue Shine time lost 4. Parental contact made by class teacher
Tertiary- SLT involvement, support for class teacher.	Overwhelm Responses (usually identified on Team Plans): • Working 1:1 with key adult • Safe environment secured- escorted by class based staff to designated safe spaces or SLT • Maybo techniques to ensure pupil safety	

	• Parent contact made to visit school to reset • CPOMS actions updated and shared with key staff • Investigate events and ABC • Parent Meeting with SLT and CT • Seclusion/Exclusion applied when required • “Team Around a Child” plans instigated
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Additional support may include:

- ★ Early intervention discussions between teachers and SENCo (Special Educational Needs Co-ordinator)
- ★ Learning Mentor support
- ★ Breakfast club
- ★ Playtime and Lunchtime Clubs
- ★ ABC (attendance, behaviour, child protection) meeting for all staff in school to highlight children in need
- ★ Links with outside agencies such as ISS (Integrated Support Service) and CAMHS (Child and Adolescent Mental Health Service)
- ★ Early Help Plan
- ★ Early identification of poor attendance and referral made to the Independent School Attendance Adviser
- ★ Programme of appropriate Continuing Professional Development to ensure that training needs of staff are met.
- ★ Signposting of parenting support such as Triple P programme or involvement of Family Support worker.

Please see our anti-bullying policy which addresses issues of intimidation and bullying.

Appendix 2- Primary Responses

Hero of the Day- Self-Esteem

Each day a new class hero is chosen to celebrate our HERO qualities: Hope, Energy Resilience, Optimism. Class teachers involve the other children in the class to identify the hero's achievements which are celebrated. They have the opportunity to sit on the 'hero cushion' in class and have their photo displayed on a special class display. A certificate or sticker is also sent home. This is chosen at the end of the day for the next day.

Learning Ladder- Learning Behaviours EYFS and Year 1

Within Reception and the Year 1 classroom there is a learning ladder which explicitly highlights to the children the school's expectations for behaviour. Over the course of a day children can move through the levels and be recognised for their positive learning behaviours and upholding the Shine Behaviours. Every child starts the day as "Ready to Learn" and then moves up the ladder when their behaviour is recognised by the class teacher or other adults in the classroom. If a child reaches "Shine Learner" then their name is recorded by the teacher in the class Shine book to possibly be the Shine Star of the Week in Friday's whole school assembly. The Shine learners also get to choose which Shine Time activity they would like to join in with first. Children cannot move down the learning ladder once they have reached a new stage.

The learning ladder is reinforced during play times and lunchtimes as children who follow the Shine Behaviours can be issued with a Shine ticket which means that they move up a section. Each lunchtime supervisor issues at least 5 Shine tickets per lunchtime. In the Autumn Term the Learning Ladder can be reset at lunchtime if many children reach Shine learner.

Class Dojo- Learning Behaviours and School Values (appendix 7)

We use Class Dojo to reward pupils for a range of positive choices. They can earn 1 dojo for each HERO Value- Hope, Energy, Resilience, Optimism (see below). They can also earn a dojo for being ready to learn, role model, on task and Shine behaviours. They can earn 3 Dojos for making us proud. The teacher can also set two categories of their own with 2 dojos as the award, linked to class targets e.g. presentation of work or being a good friend. The last two categories can change each half term.

Class Dojos are reset each half term. Children can be awarded an award every time they earn a specific number of dojos. Dojos can be awarded by any member of staff and via a Shine ticket at lunch and play time to show Shine Behaviours. The dojo points should be discussed with pupils, and added throughout the day. The website can be open and minimised on the Interactive Whiteboard.

Once earned Dojos can never be taken away.

Shiny Time- Learning Behaviours

Shiny Time is a celebration of children's success. Children earn their Shiny Time by working hard and following the Shine Behaviours, it is a special time for everyone to look forward to. Children who have upheld the Shine Behaviours all week are rewarded with the full 45 minutes of Shine Time.

Shiney Time clubs will be run every Friday afternoon between 2.00 and 2.45.

There are 8 clubs which children sign up for and undertake for the half term.

Clubs may include:

- *Computing*
- *Sports*
- *Cooking*
- *Art*
- *Drama*

Members of the wider school community are welcomed to support or lead clubs.

Children who have not lost any Shiny time in a half term receive a special certificate home in achievement assembly, prior to the half term holiday.

In line with our primary responses a range of reminders are given if a child breaks a Shine Rule. We use set scripts to support these interactions (see appendix 4) Class teachers, adults who work in the classroom and members of SLT are the only people who can remove Shiny Time in 5 minute blocks. Children cannot lose more than 10 minutes a day. If a child persists in making poor choices then we move to secondary and tertiary responses (see appendix 1).

Once Shiny Time is lost, it can never entirely be reinstated; up to half of the lost time may be earned back by exemplary work and behaviour. Children who have lost Shiny Time spend that period of time with the class teacher in their activity before starting their chosen activity. Teachers record on a slip who has lost Shiny time and place it in the pigeon hole of the teacher running the club on Friday lunchtime.

It is essential to the success of Shiny Time as a whole school policy that all members of staff are consistent in its use. Used consistently, Shiny Time prevents any interruptions to lessons, and to the children's learning.

Other routines in place in class to promote learning and learning behaviours include bubble time, worry boxes, individual class rewards which the class work together to achieve (see appendix 1).

Circle time may be used to resolve a whole class problem or work through a difficult discussion but it may be used simply as a way of teaching that ensures

that everyone has a voice and everyone takes responsibility for learning. Circle time, when used regularly, sets a climate where restorative approaches can thrive because children become used to articulating their opinions and thoughts in a group. Circle times can be planned or spontaneous but should be based on the principle of giving everyone an equal voice and equal opportunity to contribute.

Appendix 3- Playtimes and Lunchtimes

Children at St Mark's are encouraged to develop self-sufficiency, the social skills and strategies to be assertive and to learn how to stand up for themselves appropriately. We recognise that the majority of behaviour issues a child might have to manage will take place in the playground. Therefore our lunchtime staff and playground buddies will receive training in peaceful problem solving and children are encouraged to seek their support in resolving minor issues.

When faced with behaviours that break our Shine Behaviours, the children are taught the 'Stop it!' script as a first response:

What children should do:

Children will say...

- Stop it, I don't like it.
- Stop it, I don't like it, or I will tell a teacher.
- Stop it and I am going to tell a teacher.

There are a variety of ways in which an adult will respond dependant on the nature of the incident. In all cases the adult will initially seek to reassure the target of the behaviour and then will encourage the children involved to discuss the problem in a calm and peaceful manner.

Adults will...

- ✓ Listen and reassure
- ✓ Speak directly to both parties and give both the opportunity to explain their view of the situation
- ✓ Remind of Our Shine Behaviours – Use the script 'In our school we do ...
- ✓ / but we don't do ...'
- ✓ Aim to find a solution that satisfies both parties- use the restorative questioning approach

What has happened?
What were you thinking?
How were you feeling?
Who has been affected/ upset?
How can you make things better?

If necessary the child who has broken the Shine Behaviours will be removed from the environment for reflection, this may be supported by their key adult, or speak with a member of the Senior Leadership team.

Appendix 4- Scripts

The Language of Choice – 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

Ricky, you're climbing over the fence.

Never ask a child **why** they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

Ricky, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow up poor choices).

Ricky, if you choose to continue to climb over the fence then you'll lose some of your Shine time. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice:

Well done Ricky, you made the right choice.

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Appendix 5- Seclusion/ Suspension/Exclusion Paperwork

Any incidents which lead to suspension should be added to CPOMS and recorded as such, without delay.

Any member of staff who witnesses incidents must report on CPOMS, even if other people have already recorded their statement.

Template letters can be found here:

N:\BEHAVIOUR AND INCLUSION\Exclusions\2021-22\NEW
TEMPLATES 2021

Appendix 6- Graduated Approach to Behaviour

Pupil's Name:		PUPIL PROGRESS MEETING ○ TEAM SUPPORT MEETING ○ HT/DHT/SENCO ○ NEW ARRIVAL		FSM/SEN/EAL/B/G/GT		
DOB				Parents/Carers names		
YEAR GROUP				TEAM AROUND THE CHILD		
GRADUATED SUPPORT RECORD INSTIGATED DATE: BY:						
PLAN		DO		REVIEW		
CLASS BASED INTERVENTION/SUPPORT		TICK	PROVISION	IMPACT		
Attachment friendly language scripts, holding the boundaries policy and procedures						
In class charter, learning ladder, strategies and visual prompts						
Celebration assemblies- Hero of the day, Shine Star of the week, Team points						
Shine Behaviours and reflection support						
Missed Shine Time						
Additional nurturing support to settle to learn						
Prompts and reminders and trigger times						
Closer monitoring and play support by class support						
Personal Behaviour Log ATTACHED						
Concerns raised Parents/Carers by CT						
Discussed at Team Support Meetings with agreed actions						
Catch me reward charts						
Achievement Card in place						
Playtime support plans						
ABC lead meets parents						
HT/DHT meets parents						
REFERRAL FOR INCLUSION SUPPORT						
Team around the child plan						
Attachment support						
Learning Mentor support						
Counselling referral						
Family Support Worker						
HT meets parents						

CAMHS FAMILY WORKER			
SECLUSIONS/EXCLUSIONS LOG SIMS ATTACHED			
Referral to BHISS			
Bespoke timetables			
Assessment to B&H THRESHOLDS			
Positive handling plan added to TEAM PLAN			
SEND PATHWAY			
SENCo referrals			
Support allocated and targets written			
ITPM in place and reviewed			
Registered SEMH on SEND			
Refer to BAP			
Referral LLSS or SLCN			
Assessment to B&H THRESHOLDS			
OUTSIDE AGENCY			
EP consultation			
Referral to Child Devt			
Referral to CAMHS			
Referral to School Nurse			
EH referral			
FRONT DOOR FOR FAMILIES			
Referral for LA support			
Referral to BAP			
1:1 support funding			
LA Managed Move			
Referral to PRU			

Appendix 7- Class DoJo-Policy and Procedures

“Class Dojo offers a classroom management platform for teachers to easily encourage any behaviour or skill in the classroom and keep parents in the loop.

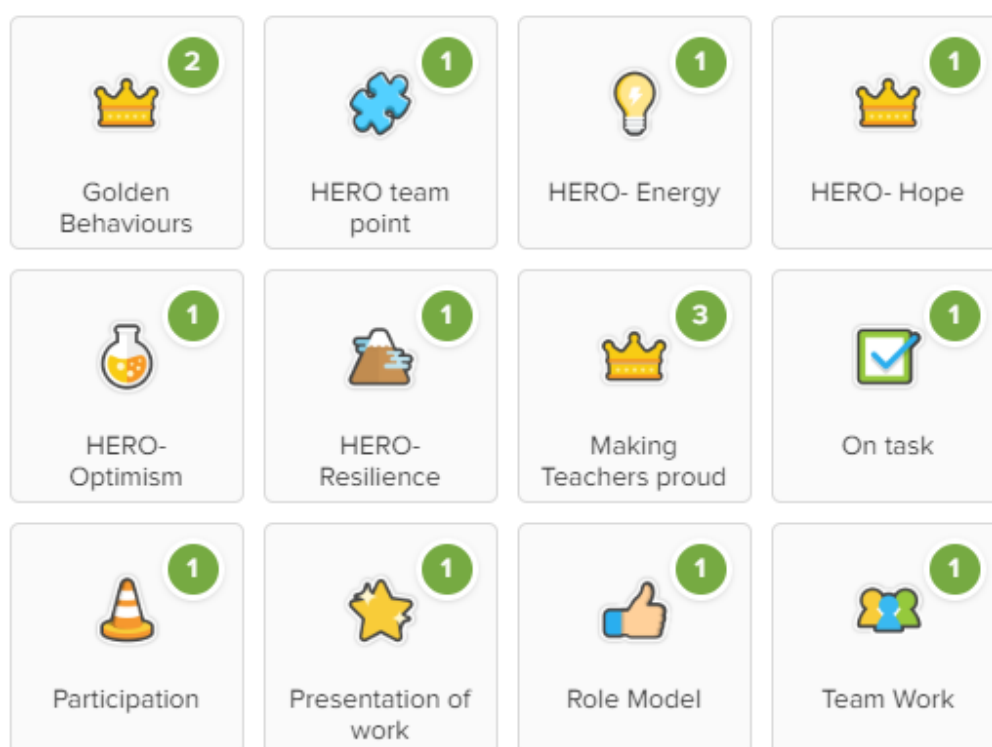
Unlike most classroom management tools and behaviour trackers like gold-star charts, Class Dojo helps teachers focus on positive feedback. Teachers can customise the behaviours or skills, such as “Good effort” and “Resilience”, and instantly award students in class Dojo points for doing the right thing.

Best of all, teachers can engage parents and provide them with a way to stay connected to the classroom and know how their child is doing. Parents can see their child’s feedback from school in real-time, and view any comments made by teachers.” <https://www.classdojo.com/#LearnMore>

Initially we will not be enabling the parent part of Class Dojo. This will be reviewed at the end of Autumn Term 2020.

Positive ‘Behaviours’

All staff are to use these positive ‘behaviours’ when using Class Dojo. These have been personalised to be in line with our learning ladder- see below



Team points are recorded using class dojo. Children earn a team point for their team by showing one of the HERO values. They earn an individual dojo and also one for their team avatar. These are collected on a Thursday and shared in Celebration Collective Worship on a Friday. The team with the most team points each half term are able to wear their own clothes to school on the last day of the half term.

Rewards

Positive points are to be awarded when children have displayed learning behaviours or made good choices around the school, these are awarded as Shine tickets at play and lunchtimes.

To ensure the awarding of points remains manageable for teachers, points can be added at the end of a session, as long as children know why they have earned them.

Children who go above and beyond expectations in a particular area or consistently achieve a high number of points per day/week are to be rewarded as part of the Shine Book and Star of the Week assemblies. These pupils will achieve their platinum certificate.

Please note that children cannot ever lose Dojo Points, but instead will not earn the point that they could have when they make the wrong choice.

Most children will achieve at least their silver award in a school year.

50 dojo points = certificate from the class teacher. 	100 dojo points = head teacher sticker 	200 dojo points = bronze award 
300 dojo points = silver award 	400 dojo points = gold award 	500 dojo points = platinum award 

Team points are recorded using class dojo. Children earn a team point for their team by showing one of the HERO values. They earn an individual dojo and also one for their team avatar. These are collected on a Thursday and shared in Celebration Collective Worship on a Friday. The team with the most team points each half term are able to wear their own clothes to school on the last day of the half term.