

Our Principles

Good behaviour is very important to enable children to learn and to enjoy their time in school. We teach children that making mistakes is part of life and that they give us opportunity to learn and grow. Our strategy aims to assist our children in developing respect for each other as individuals regardless of race, gender, religion, ability or circumstance. We share children's successes openly and promote a shared expectation of the 'Fieldhead way of doing things'.

Our Reward System

Individual- Dojo Points

All children (Reception - Y6) collect individual dojo points



Bronze, Silver and Gold.

Points can be given for following school rules, achieving a Fieldhead Factor, impressive learning, completing homework or acting as a role-model for behaviour.

Points can be given verbally and by any member of staff in school. Each child has an online icon which the points are added to.

When a child reaches 500 points they will be given a bronze certificate, 800 points a silver certificate, 1100 points a gold certificate and 1500 for a platinum certificate. These certificates will be awarded in the Gold Book Assembly. At the end of the Summer Term, every child that has received a certificate will be awarded a whole-school treat.

Other Individual and Class Rewards

Individual Targets set in class- class reward when achieved

Class Targets- class treat when achieved. These include: movie afternoon, pyjama day, no homework week or games afternoon.

Visit to Mrs Wraighte, Mrs Murphy or other member of SLT for a special sticker/Headteacher award

Postcards/ text messages or calls home- sent to inform of positive behaviour or achievements in class.

Fieldhead Factor trophy for the person weekly who embodies the school values

Each half-term, children with 98-100% attendance and who have always remained in the positive purple section of the school chart receive a reward day in school.

Celebration Assembly: attendance incentive, class Dojo trophy, gold book certificates and birthday tokens.

Keeping in the Purple

To ensure all children follow the school rules, the following system is in place.

Reminder: Verbal warning given as a reminder

Warning: Second verbal warning given and advice on how to turn it around. Reminder of behaviour expectations given.

Cool down: time out is given for the child to take stock and reflect on the choices they are making. Adult support given once calm to help get back on track

Time Out : If poor behaviour continues, child is moved to a breakout space to work for the session. With adult support to get back into a positive frame of mind and get on track. They are also supported to apologise and make amends where harm has been caused.

Time Out +: If poor behaviour continues (or extreme behaviour displayed) the child will be sent to a member of the SLT or Learning Mentor. The child may spend the rest of the day out of class. A restorative behaviour slip will be completed and sent home to parents. SLT may contact parents if a further conversation is needed.

Parent engagement will be sought for home based sanctions to help the child see that school and home are working together and that our expectation is the same.

All behaviour incidents will be recorded on class tracking sheets and CPOMs to help us track patterns of behaviour and will be monitored weekly by the SLT/learning mentor. See website for flowchart of actions.

Behaviour chart

Behaviour charts are a short term approach to helping children see the benefits they get from behaving well. The targets are personalised and set with the child, so that they feel a central part of the process.

Most importantly class teachers will work in partnership with parents and ensure they are informed if behaviour incidents are becoming regular occurrence. You will also be asked to be a part of monitoring the behaviour chart at home so that there is joined up praise for their successes. Class teachers may also request support from the Inclusion Team where appropriate.

We believe working together in partnership with parents is the most effective way of delivering consistent messages around behaviour and wellbeing. And we thank you in advance for your time and support.

Fieldhead Factors

Our school ethos is based around six Fieldhead Factors. Our 'Factors' are based on the principles of the Growth Mindset and underpin everything that we do. We actively encourage challenge, resilience and effort in all of our pupils.



Children with SEN

Where appropriate, children with identified Special Educational Needs will follow the systems in this policy. Any issues be discussed with parents.

Where children need additional support, staff should consult with the school SENCo and follow the guidelines in the SEN Support plan or Individual Risk Assessments where applicable

Behaviour at Playtimes

Minor incidents are dealt with immediately by the staff on duty. Issues may be addressed with the whole class collaboratively during Crew Time which happens 3 times a day.

Fab friends are also available to children at playtime and lunchtime



More serious incidents are referred to the member of SLT on duty which may result in a child being kept inside. In these instances parents will be contacted to ensure we are working together to help the child