

Rationale

This piece of work will showcase ‘ClassDojo’, an online platform used in schools across Wales to support behaviours and classroom management (ClassDojo, n,d). The platform aims to promote a positive and equitable learning environment for all children. A popular definition proposed by Evertson & Weinstein (2006) of Classroom management can be defined as

“The actions teachers take to create an environment that supports and facilitates both academic and social–emotional learning. It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students’ social and moral growth” *as cited in*, Korpershoek, 2014. p.4).

There are many barriers to an effective learning environment such as behaviour. Behaviour is a form of communication and often the result of unmet needs (Estyn, 2025). The all-new Welsh Curriculum (2022) allows teachers more scope to a more student centred pedagogy and allows children to have a voice within their learning (Welsh Government, 2022). Children work through progression steps suitable for their abilities rather than their chronological age. Furthermore, the United Nations Convention on the Rights of the Child (UNCRC, 1989) also emphasises the importance of children actively involved in all matters that affect them – including their learning (UNCRC, 1989).

According to Snap Cymru (2022) approximately 5-6 learners have Additional Learning Needs (ALN) in a typical mainstream classroom in Wales (Snap Cymru, 2022) and need accommodations made in classrooms to enhance their learning to reach their target behaviour and unique learning goals (School A, 2024b; 2025a; Welsh Government, 2016; 2022; DfES, 2003; UNICEF, 2024; Education Endowment Foundation, 2019; Equality Act, 2010; Skinner, 1958; UNICEF, 2024). Teachers can create an inclusive environment by implementing interventions and accommodations to ensure an equitable education for all children to reach their full potential (Welsh Government, 2022; DfES, 2003; UNICEF, 2024; School A, 2024; 2024a; 2024b; 2025; 2025a; Education Endowment Foundation, 2019; Vygotsky, 1978). However, growing class sizes (Blatchford et al., 2007) and the inclusion of more

neurodivergent learners in mainstream settings make it increasingly difficult to meet the needs of all pupils effectively (Tomlinson, 1999; Meijer, 2003 *as cited in* Humphrey *et al.*, 2006; School A, 2024b; 2025; 2025a; Welsh Government, 2012; 2015; 2016; 2022; 2022a UNICEF, 2024; DfES, 2003).

School A a small primary school in a deprived area of Wales, utilises the digital platform named 'ClassDojo' to manage behaviour and increase parent engagement in a year 4 classroom (School A, 2024; Selwyn *et al.*, 2011 *as cited in* Head, 2020). ClassDojo has a variety of benefits focusing on a reward system named 'Dojos' to improve behaviour, attitudes and academic performance (School A, 2024; 2024a; Education Endowment Foundation, 2019). Children have their own login via their Hwb email account, which is General Data Protection Regulation (GDPR) compliant (ClassDojo, n,d; School A, 2022; 2025b). Children earn 'Dojos' when they display the desirable behaviours set by the teacher. ClassDojo can be versatile and tailored to each child's personal goals to promote their overall learning and behaviour outcomes. Burrhus Frederic Skinner (1938) well known for his work in behaviourism proposed that by identifying the triggers (antecedents) and outcomes (consequences) of behaviour, educators can effectively guide behavioural change through the use of positive or negative reinforcement. This approach highlights the role of external influences in shaping actions. However, behaviour is also affected by a range of wider influences. As Chodkiewicz and Boyle (2017) note, "a multitude of interrelated factors influence each child's developmental course and academic growth" emphasising the importance of the complex interaction between social, personal, and environmental factors in guiding and supporting children's development (*as cited in* Evidence for Learning, 2023). Conversely, Alfie Kohn (1993) a well-known humanist theorist advocates that reward systems suppress intrinsic motivation, decrease independence (Kohn, 1993) and in reality are "killing off the interest in the very thing we are bribing them to do" (Kohn, 2018 p.72 *as cited in* Erwin, 2025 p.12).

ClassDojo can be used as one to one or as a whole class (see appendix 1) and can harness a positive impact on behaviours both socially and emotionally (Dadakhodjaeva, 2017; MacLeanBlevins, 2013; Robacker *et al.*, 2016 *as cited in* DiGiacomo, 2022). Primarily implemented to enhance non-cognitive competencies to create an inclusive, positive learning atmosphere (ClassDojo, n,d). Initially, parents sign a consent form for their child to access the online tool. Parents and caregivers are sent step by step tutorials on how to access the online application (ClassDojo n,d). Parents can download the app on their personal device and use their email to login to enable them to view their child's live feedback and progress

throughout their school day (ClassDojo, n,d). Children are able to create their own avatar to link to their ClassDojo profile (see appendix 2). Teachers set age-appropriate targets for the individual such as; participation in class discussions, focusing, on task and making good choices (ClassDojo, n,d).

With the ever-growing importance of implementing Information and Communication Technology (ICT) in the classroom ‘ClassDojo’ aligns with the Digital Framework for Wales (2016a) and the all-new Welsh curriculum (Welsh Government, 2015; 2016 2016a; School A, 2024; 2024b; 2025). Children enjoy the ClassDojo app as it resembles popular social media apps, with a live feed exhibiting their work and positive behaviours through photos and videos. Teachers and support staff award ‘Dojo’s’ according to their personalised goals (ClassDojo, n,d). It is important to note that teaching staff can also retract Dojos if behaviours consistently deteriorate. However, the majority of children comply with rules and targets set for them to receive their Dojos and redeem for extrinsic rewards at the end of the term for a reward chosen by the child (ClassDojo, n,d; School A, 2024; 2025; Skinner, 1958; Education Endowment Foundation, 2019). The extrinsic reward could be a trip to the local park, extra playtime, or free time in the classroom.

ClassDojo can be particularly useful for children with Additional Learning Needs (ALN) (School A, 2024b; 2025a; Equality Act, 2010; Welsh Government, 2015; 2016; 2022; 2022a; 2025; UNICEF, 2024; DfES, 2003). The standard ClassDojo package is a free online behaviour modification resource. ClassDojo can also translate messages and responses into over 130 languages which is beneficial for children and parents of English as an Additional Language (EAL) who may have limited English proficiency (Welsh Government, 2016; DfES, 2003; UNICEF, 2024; The Bell Educational Trust Limited, 2025; School A, 2025, 2025a; Equality Act, 2010). Moreover, education settings can pay an annual subscription for the ‘Plus’ plan which has more benefits such as sharing the login with more than one family member and an online library to access age-appropriate books from all genres (ClassDojo, n,db).

Teacher A utilises ClassDojo to report and inform parents and caregivers of their child's behaviours throughout the day. The online tool allows parents/caregivers and teaching staff at school A to communicate effectively. ClassDojo is not only used to celebrate positive student behaviour. It is also used to track other undesirable behaviours such as being disrespectful, not following instructions or being unsafe. Teaching staff can also deduct Dojo points for these types of actions. ClassDojo is a fast, efficient way to communicate with parents and

caregivers to display their child's work via photos and videos allowing families to stay informed and involved in their child's learning journey (ClassDojo, n,d; School A, 2024). Parents and caregivers have the opportunity to like and comment on the photos or work displayed. Educators recognise parental participation plays a crucial role in enhancing children's work ethics, self-esteem and independence (Goodall, 2017; Education Endowment Foundation, 2025). This will inevitably increase the child's motivation and focus to enable them to become intrinsically motivated (Welsh Government, 2016; 2022; 2022; 2025; UNICEF, 2024; Education Endowment Foundation, 2019; DfES, 2003). Over time, the frequency of rewards can be reduced as the behaviour becomes internalised, promoting intrinsic motivation, resilience and independence (Skinner, 1938 *as cited in* Skinner, 2019). Parents/caregivers can use the instant messaging service through ClassDojo to correspond with class teachers and inform them of any antecedents about their child from the weekend/night/morning before. For instance, Pupil A,s dog had sadly passed away, this sad news could impact Pupil A's behaviour. It is vital that parents communicate effectively with teachers to inform them of any antecedents, so teachers and school staff are aware and can approach pupil A with vigilance and support. Children's social and academic performance amplifies when children understand parents and teachers collaborate in harmony (McConaughy *et al*, 2013). Using the ABC (Antecedent–Behaviour–Consequence) model (Ellis *et al.*, 1997, *as cited in* Neenan and Palmer, 2012), educators at School A can consistently track and monitor demeanors of the individual which can assist in understanding the internal and external factors behind specific behavioural patterns (See Appendix 3) (Kuyken *et al.*, 2009). The surveillance of behaviours is paramount as educators can then apply appropriate interventions/accommodations to support the child both socially and academically. Early identification is key and can potentially reduce the numbers of suspensions and exclusions ((Lodi *et al.*, 2021; School A, 2024). Another example could be Pupil B had refused to eat his breakfast, which led to an argument between mother and child. American psychologist Abraham Maslow (1943) hierarchy of needs posits; children need to have physiological needs met before any cognitive development can occur. Recognising this, staff arranged breakfast for the child (Maslow, 1943 *as cited in*. Kenrick, *et al.*, 2010; King, 2009). Furthermore, the instant messaging service within the ClassDojo app allows educators to build positive relationships with parents and caregivers. On the other hand, teachers are losing valuable teaching time due to time constraints and extra workloads by uploading children's work and managing and maintaining ongoing communication with parents via messaging throughout the school day (Head, 2010).

Michael Foucault (1971) acknowledged

“Every education system is a political means of maintaining or modifying the appropriateness of discourses with the knowledge and power they bring with them” (p.46 *as cited in* Popkewitz and Brennan, 1997).

Teachers implementing ClassDojo is evidently a digital form of “Pastoral Power” (Foucault, 1971) as it is intertwined into classroom management pedagogies to surveillance, guide and support children throughout School A. Teachers nurturing children to perform appropriate behaviours to maximise engagement and focus within the classroom. Educators align social and emotional behaviours with School A’s ethos “Together we aspire – Together we achieve” (School A, 2024a; 2025; 2025a; Welsh Government, 2015; 2016; 2022; DfES, 2003). This fosters a safe, inclusive learning space in which all children can be supported to reach their full potential and are ready to make positive contributions to Wales and the wider world (School A, 2024; 2024a; 2024b; 2025; 2025a; Welsh Government, 2022; UNICEF, 2024; DfES, 2003).

In summary, ClassDojo is a valuable digital tool that supports positive behaviour, parental engagement, pupil engagement and promotes an inclusive environment aligned with the new curriculum for Wales (2022). It reinforces behaviours and aids teachers in tracking desirable and unwanted behaviours. ClassDojo can enhance collaboration, motivation and pupil voice and their well-being to aid children to reach their full potential both socially and academically.

Instructions for staff

- ▶▶ Get a device i.e. laptop or Ipad
- ▶▶ Search ‘ClassDojo’ in the Google bar
- ▶▶ Login securely using email address and password
- ▶▶ Click on your class
- ▶▶ Award each child dojo points by clicking on child’s name and tapping on the red bubble next to each learning target on their profile – important to give immediate verbal feedback to child to let them know what they have done well at whilst awarding Dojo(s) (See appendix 2)
- ▶▶ Retract Dojo(s) if not obeying by classroom rules/targets

- ▶▶ Click on messages at the top left to read any messages from parents/caregivers - respond if need to
- ▶▶ Optional - transfer the computer screen to screen to the main board in classroom so children can view how many Dojo points they have earned that day

Instructions for children

Firstly, children choose their reward they are working towards at the beginning of the term

- ▶▶ Login securely using unique login details or scan class QR code for younger children
- ▶▶ Children and teachers can upload their work to their ClassDojo account for parents and teachers to feedback
- ▶▶ Children, parents and teachers can view their child's Dojo points accumulated
- ▶▶ Children, parents and teachers can view each other's comments and feedback
- ▶▶ Children have hopefully earned enough Dojo points to fulfil their end of term reward/trip

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Appendices

Appendix 1



(School A, 2025).

Appendix 2



(ClassDojo, n,d)

Appendix 3



(School A, 2025).