

## Behaviour Policy

### Policy Monitoring, Evaluation and Review

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<b>Review date:</b>	August 2025

### Revision History:

Version	Date	Author	Summary of Changes:
1.1	28-08-2016	GA	Initial Policy
1.2	29-08-2017	GA	Review
1.3	30-08-2018	GA	Addition of character muscle education
1.4	30-05-2019	CM	Addition of information regarding pupil mobile devices in school
1.5	29-07-2019	JS	Review and updated
1.6	11-11-20	BC	Addition of electronic physical intervention information after physical restraint and internal exclusion after 2 red cards
1.7	August 22	JS	Review
1.8	23.11.22	BC	Addition of interview process to become a School Ambassador after receiving 2 gold star badges. Update Breaktime conduct. Addition of visual in class – steps to take when responding to behaviour.



## **Behaviour Policy**

### **A consistent approach to behaviour management**

This policy sets out to define a code of appropriate behaviour for Knighton Mead Primary Academy. The policy is based on the academy's vision of a safe, nurturing environment and sets out to meet the collective and individual needs of all pupils.

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt good standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

### **Rationale:**

- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create conditions in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.
- There is a relaxed, pleasant atmosphere, in which children are encouraged to give their best, both in the classroom and in extra-curricular activities and are stimulated to fulfill their potential.
- Children are supported to develop their character so that it supports them both in school and later stages of life.
- It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect of our children.

### **Academy Values**

- ✓ **Show a sense of responsibility within the classroom and around the school.**
  - ✓ **Always say and do the kindest thing.**
  - ✓ **Work hard and do your best to achieve**
- ✓ **Share responsibility and show pride in our environment and community**
  - ✓ **We celebrate the things that make us different**

## Assertive Discipline/Restorative Justice

### TEACHERS have the right to TEACH and CHILDREN have the right to LEARN

Assertive discipline essentially assists with the right for teachers to teach and children to learn. It emphasises positive messages and places the responsibility for children's choices about their behaviour firmly with the individual. It operates CONSISTENTLY across the WHOLE school and ALL staff are expected to promote it.

The general standard of behaviour is the collective responsibility of the whole staff. This may be during the school day, school trips or outside of school - it is defined as any behaviour which could have repercussions for the orderly running of the school, pose harm to another pupil or member of the public or could adversely affect the reputation of the school.

Every time a child displays unacceptable behaviour it must be challenged or it will be seen as being condoned. These aims are best achieved in a hardworking, pleasant atmosphere in which pupils are able to give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Praise and encouragement should be used as much as possible so discipline can take the form of rewarding, not only punishing with consequences. We aim to emphasise the positive rather than criticise.

<p>We encourage all members of staff to praise in a number of ways:</p> <ul style="list-style-type: none"><li>• A quiet word of encouragement (link to Character Muscles)</li><li>• A positive written comment on a piece of work</li><li>• Stickers to put on green tally chart</li><li>• A visit to another member of staff, or the Principal</li><li>• Praise in front of the group, class or whole school</li><li>• Acknowledgment by presentation at a good news assembly</li><li>• Giving a special privilege</li><li>• Display of work</li><li>• Inviting parents / carers in to share good work</li><li>• A phone call home to share good news</li><li>• A letter home to parents / carers informing them of some action or achievement deserving praise e.g. attendance</li></ul>	<p>The following actions have consequences:</p> <ul style="list-style-type: none"><li>• Disrespectful behaviour inc lying</li><li>• Physical/ verbal aggression or play fighting</li><li>• Pupils who are found to have made malicious accusations against school staff</li><li>• Breaking school rules</li><li>• Failing to follow instructions</li><li>• Not completing work to an expected standard</li></ul>
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Our Achievement assemblies on a Friday publicly recognise good choices. A weekly good news assembly takes place. The Principal or Vice Principal visit classrooms at least once a day.

When we do have to mediate, all members of staff follow the outlined policy and these powers lie with them. We attempt to be constructive by giving advice on how to improve. The majority of pupils will respond to encouragement and a good reward system is essential for progress. By promoting positive behaviour and good work, we hope to set the standards that we all wish to see throughout the school.

As part of our behaviour policy we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern, their parents will be contacted and the matter discussed. When a red card is given, parents will be spoken to on the same day.

Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. We use an assertive discipline approach that is based on respect for all members of the school community.

Knighton Mead Primary Academy staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- Good order has to be worked for, it does not simply happen
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work.
- Everyone is here for a purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make mistakes sometime and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour
- We are consistent

<p><b><u>All staff will always:</u></b></p> <ul style="list-style-type: none"> <li>• Keep calm</li> <li>• Listen</li> <li>• Be positive and have a welcoming manner (smile)</li> <li>• Build rapport</li> <li>• Carry out any consequences that have had to be set out</li> <li>• Be consistent</li> <li>• Follow up problems to their conclusion</li> <li>• Always promote school values</li> <li>• Address unacceptable behaviour using a quiet and controlled voice using phrases such as: 'Kate, I need you to.....thank you'</li> <li>• Use the consequences sequence as outlined below</li> <li>• Accept a child's apology in a positive way. Remember it is the behaviour which is unacceptable not the child</li> </ul>	<p><b><u>All staff will always avoid:</u></b></p> <ul style="list-style-type: none"> <li>• Humiliating – it breeds resentment</li> <li>• Shouting – it diminishes you</li> <li>• Over reacting – the problem escalates</li> <li>• Blanket punishments – the innocent will resent them</li> <li>• Over punishment</li> <li>• Sarcasm</li> <li>• Leaving pupils outside rooms</li> </ul>
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### **Investigation is needed when...**

Discussion over appropriate consequence is needed  
Member of staff is finding it a challenge to unpick the incident or time investment that should be made. There is no resolution  
A complex incident has occurred or a high need child is involved  
Things can't be de-escalated  
Parent/guardian meeting is required

*Generally, structure to follow is: support staff-teacher/Pastoral Lead-Phase Leader-Principal/Vice Principal*

### **Character Muscles**

At Knighton Mead, we believe developing a child's character is equally as important as the academic education they receive. We teach character through all aspects of daily life and this is incorporated within lessons. Before character can become an integral part of teaching and learning, the basic concept must first be taught. Guy Claxton's metaphor of seeing these characteristics as 'muscles' is very helpful as it conveys a number of key points that the teaching phase needs to help children understand...

- We all have all of these qualities to a greater or lesser extent
- Through conscious exercise and focus they can be made stronger
- A characteristic that is built through one exercise is transferable to a different context
- The correct combination of muscles applied to the task at hand is the route to success
- If we have areas that are perceived as weaker-the best response is not to avoid this 'muscle' but to make yourself exercise it (confidence, self-control etc.)
- Successful people are a combination of these basic muscles. Whilst it may not be possible to play football all day, there are plenty of opportunities to strengthen teamwork, creativity, self-control, perseverance and the many other qualities that combine into success. These are then transferred from one activity to another
- It is important that children internalize the idea that we each possess the full range of characteristics celebrated, and that they can strengthen all of these capacities through sustained effort. School is a great opportunity to explore new ways to develop these transferable, and valued, human traits

### **Practical Steps**

We teach children that at different times (and for different tasks) we need to draw on different aspects of our personality to achieve. This is true socially, academically, and in terms of self-belief.

- Help pupils explore their own strengths, and those of others. Be careful not to allow children to think that their current strengths and weaknesses are fixed. Areas of weakness are made stronger through practice. Pupils may draw an avatar of themselves listing their existing strengths on the inside of this figure, and identifying areas they would like/need to further strengthen on the outside.
- Deconstruct the characteristics needed to succeed in various fields-author, footballer, hairdresser, anything pupils admire. There is a lot of common ground, and whilst we cannot play football all day, we find many ways to strengthen teamwork, perseverance, imitation, communication etc.
- Build self-belief. Where pupils feel they have a weakness, ask them to think of times they have evidenced that characteristic. Can't concentrate? What's the longest you have ever played a computer game for? This shows children that these skills are transferable to different contexts—and that they do have the capacity to improve.

## **Behaviour strategies and the teaching of good behaviour – It's Good to be Green!**

### **Rewards and sanctions;**

Each class has an agreed code of behaviour displayed on the classroom wall. It shows the basic values of the class which are expected to be adhered to.

#### **VALUES FOR CHILDREN**

Our school values are:

- ✓ **Show a sense of **responsibility** within the classroom and around the school.**
  - ✓ **Always say and do the **kindest** thing.**
  - ✓ **Work hard and do your best to **achieve****
- ✓ **Share responsibility and show **pride** in our environment and community**
  - ✓ **We **celebrate** the things that make us different**

Within classes, these are broken down into smaller steps suitable to the year group.

#### **IT'S GOOD TO BE GREEN**

Every class has a wall chart displaying each child's name. Every morning each child has a fresh start and turns their card to green. The warning and consequence cards work in the way described in the section 'Consequences for poor choices'. At the end of the day, any child who is still on green gets a house point on their chart.

#### **HOUSE POINT CHARTS AND LANYARDS**

As a child enters school, they are assigned to a house group which they will move through the academy with. Events and rewards will be organised for house groups depending upon their performance throughout the academy year. Children receive a lanyard in the appropriate colour where they will keep badges. Lanyards are to be worn to Friday assemblies where they will start to collect badges. They are not to be taken home until the end of year six as a celebration.

Every class has a ***It's Good to be Green*** sticker chart. This is central to the House System. A child can receive a house point for various things.

House points are awarded for good behaviour, a positive attitude, perseverance, politeness, good work and showing respect to adults or peers. Staff will also give house points for good work, good behaviour, and personal achievements and so on.

The children put their house point stickers on their chart and add a point to their house tally.

Every time a child gets receives 90 house points they receive a badge. The children's names are collected and their parents are invited to the next Friday assembly, where they will see their child get a badge. The badges accumulate as follows:

<b>90 house points</b>	<b>green badge</b>
<b>180 house points</b>	<b>yellow badge</b>
<b>270 house points</b>	<b>red badge</b>
<b>360 house points</b>	<b>blue badge</b>
<b>450 house points</b>	<b>green merit badge</b>

<b>540 house points</b>	<b>yellow merit badge</b>
<b>630 house points</b>	<b>red merit badge</b>
<b>720 house points</b>	<b>blue merit badge</b>
<b>900 house points</b>	<b>bronze enamel badge</b>
<b>1080 house points</b>	<b>silver enamel badge</b>
<b>1260 house points</b>	<b>gold enamel badge</b>

When children get to GOLD, they remove their other badges and take them home so that their lanyard has any special award badges and their gold badge on this only. Children will aim to complete this cycle 3 times in their life at Knighton Mead. Any child that gets gold 2 times will have an interview with our Principal to determine whether they can become an ambassador for the school and will be rewarded with a Principal's award badge.

A class reward system (e.g. pasta in a jar, etc) should be adopted to develop a community spirit within the class. Rewards should be given for team work, being good friends, supporting one another. Prizes for this can be decided upon by the class teacher with the class.

### **Organisation and facilities**

A detailed and structured programme of activities are offered at break and lunchtime for children to access. Some children have to attend certain activities as part of their personalised behaviour plan. There is a drop in that vulnerable children can be referred to. Because of the range of activities on offer, children should be able to find something to interest and occupy them at the unstructured time.

### **Pupil support systems**

We have personalised behaviour plans to support children with specific needs. These are formulated alongside external agencies in a 'vulnerable children plan' that is shared with all staff. These support and provide break time and lunchtime activities and provide staff with an understanding of triggers and ways to help them. We provide internal individualised learning charts on a case by case basis, decided by RB2L. Parents are also involved in these.

### **Managing pupil transition**

Lengthy and thoughtful transition work takes place with the feeder secondary school involving children having time to meet with the pastoral head of year and complete work and testing for them. All secondary schools that we support children in moving to are sent progress and personal information about the children and they have designated meetings with the SENCo and Pastoral Lead.

## **LUNCHTIMES**

Lunchtime supervisors are encouraged to give out house points to children demonstrating the academy values and good behaviour. No one should be left inside without adult supervision or sat inside at break times. Inappropriate behaviour at lunchtime will result in a 5 minute cooling off time by the wall. If a red card is given, a member of SLT (preferably PL then VP, then P) will sit with the child whilst they complete their Reflection Sheet. They will follow the same warning and consequence card system as exists in class. Seek support from Pastoral Lead around whether a red card should be given, if unsure. Persistent inappropriate behaviour may result in a lunchtime exclusion decided by VP/P.



Inappropriate behaviour will be reported via the lunchtime supervisors to the class teacher or a senior member of staff. The SLT regularly discuss lunchtime issues including the management of behaviour at meetings and with key adults.

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## **GUIDANCE FOR THE PLAYGROUND**

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined (where appropriate, a yellow form will be completed). Coaching language should be used to develop self-reflection and solutions.
2. Children should be asked to apologise after disputes. Time needs to be put aside to repair and rebuild.
3. School policy should be applied consistently and children reminded of these regularly.
4. A lunchtime supervisor can require a child to have time out on 'the wall' if a minor offence has been committed. This would be 5 minutes and a warning would be given. If a child continues to misbehave after a warning from lunchtime, the behaviour system will be followed on in class.
5. Lunchtime supervisors are equipped with the skills and expertise to handle challenging behaviour. They will initially resolve situations and will seek support from SLT/Pastoral lead if necessary. Prompts on yellow forms will be referred to.

## CONSEQUENCES FOR POOR CHOICES

If behaviour less than that which is expected is shown, teachers will address this. They will then decide the appropriate action or strategy to be employed. Each class has a **good to be green** wall chart and set of cards for each child. Our disciplinary procedure is as follows:

1. A warning look
2. Verbal warning
3. Yellow card for the chart
4. Child gets a red card. Child takes red card to an alternative classroom and has 5 minutes out to reflect before returning to their classroom. They then spend 15 minutes of the next available break or lunchtime inside in order to reflect upon the matter and in order to discuss it with an adult fully. Reflection sheet is filled in and teacher informs parents. Recorded on CPOMs.
5. 2 x red cards in a week = out of class (internal exclusion). 3 x red cards in a week = Offsite exclusions will be consider by the P/VP on a case by case basis to another TMET setting. This could then escalate to an external exclusion.

### Consequences for persistently receiving red cards may include:

- Breaktimes and lunchtimes being spent inside in a controlled small group to support the development of social skills
- Child cannot attend any clubs, trips or after school activities for a specified period
- Persistently disruptive pupils will be placed in an area away from other pupils for a specified period, in what are often referred to as a period of seclusion or isolation.

Social Emotional Mental Health team will be requested to support children who display consistently challenging behaviour and the agency will work with the academy to offer advice on behaviour. This advice is often extended to parents.

## RACIST INCIDENTS

Knighton Mead Primary Academy takes a no tolerance view to racism (see our anti-racism policy). All incidents are recorded, investigated and reported according to the school's Racist Incidents Recording, Reporting and Investigating Procedures. All recorded on CPOMs.

## GUIDELINES ON INTERVENING IN PHYSICAL DISPUTES

Through the implementation of this policy, we expect physical disputes to be an extremely rare occurrence. However, if a child does lose his / her temper and become involved in a physical altercation it will be taken extremely seriously. If a member of staff witnesses this, they must remember:

- Our first duty is to prevent any harm to any pupil
- To set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation

- To send a reliable child for additional help if necessary. Ratio of intervention should be 2 adults:1 child
- Verbally instruct other children to move away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the altercation
- It is the academy policy to intervene and physically prevent a pupil from hurting him / herself or anyone else (see the school's Positive Handling policy)
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story
- We will always listen to children

If a pupil leaves the classroom without consent, we will establish where he or she has gone. Teachers may be unable to follow them due to the adult ratios and; if so, will send a message to or call another class on the classroom phone for additional support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds; unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If the child is not in sight, the police will be informed that a pupil has left school and is at risk.

## VERBAL ALTERCATIONS

Pupils should always be required to apologise to the person they have abused (where appropriate, after they have had time away from the situation). In more serious cases, class teachers may decide that a pupil should miss their playtime, receive a yellow or red card, or they may refer the matter to the Vice Principal/Principal. The Principal will be informed if there has been racial or homophobic verbal abuse, and parents will be contacted. All incidents are recorded on CPOMs.

## DEALING WITH CHILDREN WHO ARE NOT RESPONDING TO THE 'GOOD TO BE GREEN' SYSTEM

In exceptional circumstances and for children whom have identified needs (SEMH), the Good to be Green system may need individualising. For these children, additional behaviour plans will be in place and will aim to support the child in making a positive contribution to everyday school life. Whilst these needs may explain instances of poor behaviour, they must never be seen to excuse it. The behaviour plan supports the child in meeting the expectations of the school system, rather than lowering them. In these circumstances, the class teacher should be the first port of call. It is expected that adults will handle situations involving children in a considerate and caring manner.

On occasion, it might be feasible and necessary to remove the rest of the class to another location. If this is not possible, and the child is continuing to cause an unacceptable/unsafe disturbance, then send for the most senior member of staff available, who will help to deescalate and if necessary remove the child to a place of safety.

Criteria for removing a child must be:

- High level of disruption to the learning environment
- Risk to other child's safety
- Risk to staff safety
- Risk to child's own safety

Where there is a need under the criteria for physical contact it MUST involve a member of staff who has completed their TeamTeach training. If an additional member of staff is not already present, additional adult support must be called for immediately. If the child is kicking, then shoes should be removed first, if possible, to avoid injury to staff. Staff should use the recognised Team Teach escorts and holds, as appropriate to the situation.

Staff should be aware of and have regard to the particular handling advice for individual pupils who have a 'positive handling plan'.

**There is a list of staff who are TeamTeach trained on the safeguarding noticeboard in the staffroom**

## SECLUSION

The child should be taken to the nearest place of safety to deescalate and remove them from the situation. If the child remains physically heightened, two staff should stay with the child until the child is calm. If there is risk to the safety of adults involved, or the child cannot calm down while the adult is present, the door to the room may be closed. In this case, adults should monitor through the window, and keep a written log of what is happening in order for this to be put on CPOMs at a later time.

## **RECORDING**

Any instances requiring a physical hold/lift should complete the electronic physical intervention form. The link is as follows:

[https://my.leicester.gov.uk/service/Physical Intervention Record](https://my.leicester.gov.uk/service/Physical%20Intervention%20Record)

When we restrain a child, we have to fill out an Electronic Physical Intervention Form. The EPIF folder is on the server in the Inclusion Folder. This should then be logged on to CPOMS.

A log of seclusion should be kept by whichever adult is supervising. The paper should be signed and dated when seclusion is completed, and given to the Principal.

Any significant incident of poor behaviour (not covered by the 'good to be green' system) should be recorded on an incident form. Any member of staff can complete a form. The form should record what has happened, as well as the accounts of victim, perpetrator and significant witnesses. All accounts should be listened to non-judgementally, and recorded as they are given. The completed form should be handed to a member of SLT or the Inclusion Lead, who will decide on a suitable consequence, and consider who needs to be informed, and how. All information should be logged on CPOMS.

## **DAMAGE TO PROPERTY**

Damage to school property through misbehaviour, whether it be to the fabric of the building or other school property, such as books, which are defaced or damaged, will be reported to parents. Where appropriate, a request will be made for a contribution towards the cost of repair or replacement.

## **BULLYING**



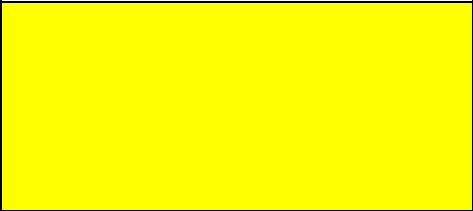
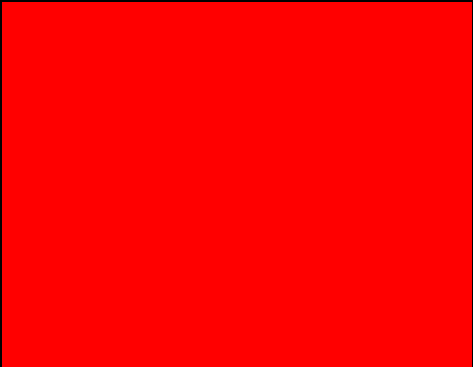
Incidents of bullying **MUST** be reported to the Vice Principal/Principal immediately and staff must follow the guidance set out in the school's Anti Bullying Policy. There is a clear understanding of what bullying is from staff, children and families – on purpose and on more than one occasion.

## **MOBILE DEVICES**

Students are permitted to bring mobile devices to school, however must leave these devices at the school reception at the start of the school day and collect their devices at the end of the school day. Students found with mobile devices on their person during the school day will have their mobile device confiscated. Confiscated devices must be collected at the end of the same day. On the third instance of the phone being confiscated in the same academic year, the phone will only be returned to the parent/carer.

Certain types of mobile device usage, whether inside or outside of school, can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to: sexting; threats of violence or assault and abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.

Mobile devices in school are the students' responsibility. The school/Trust accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.

	<p><u>Step 1:</u> A warning look</p>
	<p><u>Step 2:</u> A verbal warning</p>
	<p><u>Step 3:</u> Yellow card</p>
	<p><u>Step 4:</u> Red card taken to the phase leader at next break time to miss 15 minutes and to complete Reflection Sheet. Parents informed by the end of the day.</p>
<p><b>2 red cards in a week</b></p>	<p><u>Step 5:</u> Child to go immediately to the Vice Principal or Principal for time out and internal exclusion.</p>
<p><b>3 red cards in a week</b></p>	<p><u>Step 6:</u> Child to go immediately to the Vice Principal or Principal for time out and internal exclusion. Child to then go to another TMET school for the day. P/VP to contact parent.</p>

## Steps to take when responding to behaviour...

When learning behaviour needs further support, a behaviour chart will be put into place for 2 weeks (could be extended if necessary) - children will be part of the decision around targets set



When children are seen following the school rules and making good choices...

House points

Stay on Green

Always Club

Verbal

acknowledgement

Phone calls home to share good news

Trusted with the responsibility of jobs in the classroom and around school

Share achievements in Friday assembly

Verbal Warning



Yellow Card



Red Card



Internal Exclusion  
(on or off site)



External Exclusion




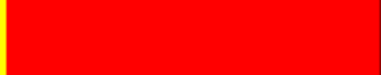
RESPONSIBLY

KINDNESS

ACHIEVE

PRIDE

CELEBRATE

	What might this look like?
 <b>Step 1:</b> A warning look	<ul style="list-style-type: none"> <li>If the whole class has been given a warning and a child continues to show the behaviour</li> <li>Failing to show good manners or do the kindest thing</li> <li>Talking when shouldn't be (including in assembly)</li> <li>Not sitting sensibly</li> <li>Not following instructions</li> <li>Not lining up sensibly</li> <li>Running in corridors</li> <li>Continuing any of the behaviours above</li> </ul>
 <b>Step 2:</b> A verbal warning	<ul style="list-style-type: none"> <li>Continuing any of the behaviours above</li> <li>Refusing to complete appropriate amount of work</li> <li>Walking away from/ ignoring an adult</li> <li>Hurting somebody unintentionally e.g. rough play</li> </ul>
 <b>Step 3:</b> Yellow card	<ul style="list-style-type: none"> <li>Continuing any of the behaviours above</li> <li>Fighting</li> <li>Violent or aggressive behaviour</li> <li>Disrespectful behavior towards an adult</li> <li>Damaging school property</li> <li>Bullying</li> <li>The use of discriminative language</li> <li>Continuation of the behaviours above</li> </ul>
 <b>Step 4:</b> Red card Child to be sent to Phase Leader then change child's card back to green. Child to miss 15 mins of next playtime to complete Reflection Sheet. 1 red card - Class teacher informs parents/carers 2 red cards - Phase Leader informs parents/carers 3 red cards - Principal/ Vice Principal informs parents/carers	<ul style="list-style-type: none"> <li>Continuing any of the behaviours above</li> <li>Continuation of the behaviours above</li> <li>Continuation of the behaviours above</li> </ul>

If you are sent to the PL/VP with a red card 2 times in a week, you will have a half day or full day internal exclusion and if you have 3 red cards in a week you will potentially receive an off site exclusion.



# Break time conduct



Wait quietly at the door in a line until an adult is out on duty.



The adults on the playground will support and monitor the zones of the playground.



Respect the trees and environment. Do not pull on the branches or leaves as you will harm them.



First whistle blow = stand still

Second whistle blow = line up sensibly and wait for your teacher to lead you in to the