



# Hucknall Flying High Academy

## Behaviour Policy

*Be kind, work hard, fly high.*

We aim to make every day count for our children where they thrive and build the cultural-capital they need to make aspirational choices about their own future

<b>Date Policy Written</b>	<b>September 2025</b>
<b>Date Policy to be Reviewed</b>	<b>September 2026</b>
<b>Date Presented to Governors</b>	<b>7<sup>th</sup> October 2025</b>
<b>Signed (Headteacher)</b>	
<b>Signed (Chair of Governors)</b>	

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# Behaviour Policy

<b>1</b>	<b>Rationale</b>
1.1	At Hucknall Flying High Academy we recognise the importance of a positive approach to the behaviour of pupils in our school. We also understand that the first and most important educators of pupils are their parents/carers and value their support with regards to their child's readiness to learn.
1.2	As a school we feel it is important to promote a safe, secure and stimulating environment to allow all members of the school community to feel secure, respected and therefore promote good behaviour in others. We believe that pupils make the best progress when home and school work together.
1.3	Through our nursery, which provided learning and care from 2 years, including those vulnerable children through eligible 2-year funding, we will support parents in ensuring children learn good routines, practices and behaviour from an early age.
<b>2.</b>	<b>Aims of the Policy</b>
2.1	<p>Our aim is to encourage and create a calm, purposeful and happy atmosphere within the school which will support us in:</p> <ul style="list-style-type: none"> <li>○ Fostering a positive, caring attitude towards everyone where achievements at all levels are acknowledged and valued</li> <li>○ encouraging increasing independence and self-awareness so that each pupil learns to accept responsibility for his/her own behaviour</li> <li>○ having a consistent approach to behaviour throughout the school</li> <li>○ provide clear boundaries that pupils, staff and parents/carers understand, and are clearly identified in our Home School Agreement</li> <li>○ raising awareness about appropriate behaviour</li> <li>○ meeting the individual requirements of pupils who have additional needs and raising awareness about appropriate behaviour</li> </ul>
<b>3.</b>	<b>School Charter</b>
3.1	<p><b><i>All pupils in school are expected to:</i></b></p> <ul style="list-style-type: none"> <li>○ Move in an orderly manner around school</li> <li>○ Show respect for people – be polite and caring.</li> <li>○ Show respect for property – look after things.</li> <li>○ Demonstrate appropriate levels of concentration and self-awareness – allow others to work without disturbing them.</li> <li>○ Take responsibility for their own actions and try to control their feelings while not being afraid to seek help – work consistently, always giving their best.</li> <li>○ Cooperate with others – take turns, share and listen and respond to the teacher's voice and team stop signal.</li> <li>○ Be polite, considerate and caring – to adults and children.</li> <li>○ Set themselves goals and work hard to achieve them.</li> </ul>

3.2	These general expectations are encapsulated within our school values.
3.3	In addition to the School Charter each Class will work together, with their teacher, to identify Class Rules which they are expected to work together to achieve.
<b>4.</b>	<b>Our School and Trust Values</b>
4.1	At Hucknall Flying High Academy we aim for our pupils to become independent learners, motivated by their natural curiosity. We want them to enjoy life and be happy. We aim to achieve this through embedding our School Values, which link the Trust Values:  <i>To be kind, work hard and fly high!</i>
4.2	<b>Trust Values</b> <ul style="list-style-type: none"> <li>○ Aspiration</li> <li>○ Confidence</li> <li>○ Creativity</li> <li>○ Enjoyment</li> <li>○ Perseverance</li> <li>○ Pride</li> <li>○ Responsibility</li> <li>○ Enterprise</li> </ul>
<b>5.</b>	<b>Home -School Agreement</b>
5.1	<b>As a school we will:</b> <ul style="list-style-type: none"> <li>○ Provide a safe, secure and stimulating learning environment in which your child will achieve their potential, take pride in their achievements, and have confidence to discuss any concerns.</li> <li>○ Encourage children to do their best at all times and provide a foundation for life-long learning.</li> <li>○ Develop in each child positive values and a caring attitude towards the school community and the environment.</li> <li>○ Develop positive and professional relationships with you and your child.</li> <li>○ Have a clear and consistent approach to rewards and sanctions for children as set out in the school's Behaviour Policy.</li> <li>○ Provide a broad and balanced curriculum and meet the individual needs of every child, including vulnerable groups of pupils</li> <li>○ Communicate with parent/carers, as and when it is necessary, to share any concerns and ensure you are aware of the appropriate procedures.</li> <li>○ Provide opportunities for parents to discuss their concerns with us and ensure we respond appropriately to these</li> <li>○ Promote parent/carer involvement and keep you informed about school matters.</li> <li>○ Send home an annual progress report and give appropriate time for you to respond.</li> <li>○ Do our best to achieve the school aims, values and ethos.</li> </ul>

5.2	<p><b>As a parent/carer I/we will:</b></p> <ul style="list-style-type: none"> <li>○ Ensure that my/our child attends school regularly, arrives on time and is collected promptly.</li> <li>○ Contact the school by telephone on the first day of my/our child's absence and keep school informed regularly of any prolonged absence.</li> <li>○ Provide my/ our child with the correct uniform, a PE kit provided in a drawstring bag and a transparent water bottle.</li> <li>○ Provide positive reinforcement of appropriate behaviour at home and work in partnership with the school where there are any behaviour concerns.</li> <li>○ Encourage my/ our child in their learning and offer appropriate support at home.</li> <li>○ Ensure time is made available for my/our child to complete homework tasks, which are set to reinforce their understanding of the work being done in school</li> <li>○ Encourage my/our child to become independent and take responsibility for their actions.</li> <li>○ Seek help and share concerns with school when issues or challenges arise which may impact on my/our child's learning and well-being</li> <li>○ Attend parent-teacher meetings and discussions about my/our child's progress in all aspects of school life.</li> </ul>
5.3	<p>As a parent/carer I/ we have a discussed the School Charter requirements with my/ our child who will aim to follow the requirements, and where this is not the case I/we will work in partnership with the school to ensure appropriate action is taken to ensure the requirements are followed.</p>
<b>6.</b>	<b>Positive Behaviour Management</b>
6.1	<p>We believe our pupils have the right to learn in a safe environment and that they should feel and be safe at all times. To enable this to happen we work together with all members of the school community; pupils, parents/carers, staff and Governors to promote a positive and safe environment.</p>
6.2	<p><b>Encouraging outstanding behaviour for learning in our school:</b></p> <ul style="list-style-type: none"> <li>○ We make clear our expectations of good behaviour</li> <li>○ We discourage unsociable behaviour by promoting mutual respect</li> <li>○ We encourage pupils to take responsibility for their own actions and behaviour</li> <li>○ We set through example standards of behaviour</li> <li>○ We recognise, praise and reward good behaviour both privately and publicly</li> </ul>
6.3	<p>We believe that good, clear and consistent management within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As pupils spend a lot of time within the classroom it is essential that well organised and delivered lessons, which motivate and inspire pupils to learn, are provided which seek and help to secure good standards of behaviour.</p>
6.4	<p>To achieve this, we believe that teachers and support staff should aim to:</p> <ul style="list-style-type: none"> <li>○ Ensure they know their pupils as individuals. Knowing their names, personalities, interests and who their friends are, an using this to plan groupings, activities etc.</li> </ul>

- Plan and organise both the lesson and the classroom to keep pupils inspired and motivated, minimising opportunities for disruption.
- Consider furniture layout, grouping, pupils seating, matching work to ability, pacing lessons well, being enthusiastic and using a sense of humour to create a positive classroom atmosphere.
- Be prepared to be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- Continually observe or 'scan' the behaviour of the class.
- Be aware of and control their own behaviour, including stance and tone of voice, in particular when challenging situations arise.
- Model the standards of courtesy that is expected from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules of the classroom behaviour clear to pupils from the first lesson and explain why they are necessary, and constantly reinforce expectations.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive.
- Make sparing and consistent use of punishments.
- Analyse their own classroom management performance and learn from it. Inform the school of any concerns or problems that may affect my child's school work or behaviour and do so in a responsible manner. Not be afraid to ask for help, support or additional training
- Support other staff in their efforts to create a caring community which values children.
- Support and model the school's expectations, values and policies.

6.5 **We believe it is important to create the right climate and to achieve this there are practical strategies which teachers and support staff are expected to follow:**

- Pupils should be greeted each morning at the door by either their Class Teacher or Teaching Assistant who will direct them towards their morning task whilst wishing them a good morning.
- Movement from the playground to the school should be done in an orderly manner and at all times be done quietly. Walking around school should be encouraged to avoid accidents and bring a sense of calm.
- Playtimes and dinnertimes should be calm, pupils should be encouraged to play.
- At the end of the school day all pupils should be safely seen leave with their parents/carers (unless other permission has been given), ending the day in the right tone.
- The Headteacher, Senior Leaders and other staff members should be visible around school, at key movement points, to ensure that these procedures are operative.

6.6 Everyone in the school is responsible for the behaviour and discipline of pupils and must ensure that continuity exists. Where continuity exists so does security.

6.7 ***School Procedures***

Pupils agree to the School Charter and their Class Rules during transition week or the first week of the Autumn Term each year. These are then displayed within the classroom and referred to by all staff consistently throughout the year to reinforce expectations. If a pupil

does not follow the School Charter or Class Rules, this will be discussed with them at an appropriate level. Pupils will be encouraged to amend their behaviour in the future. If a pupil continues to disregard the school's expectations, then sanctions will be put in place. Persistent or severe poor behaviour will be recorded in school on **CPOMS** and parents/carers will be asked to come into school to discuss the matter further, so together steps can be planned to support their child's behaviour.

#### 6.8 **Rewards and Privileges**

We recognise the importance of praise when promoting positive behaviour. Pupils are encouraged through praise and rewards that acknowledge good behaviour and celebrate achievements. Types of positive feedback given to pupils include verbal praise, positive phrases, certificates through our weekly **Celebration Assembly** and/or a special mention on **Class Dojo**. More detail is outlined in our Behaviour System guidelines in **Appendix 1**.

#### 6.9 **Positive reward**

The positive rewards are consistently applied across all classrooms in school. Positive learning behaviour is specifically rewarded with a focus on school & trust values and specific skills & knowledge that the children are demonstrating. At Hucknall Flying High Academy, we celebrate and reward the process of learning and being an effective member of the school and the community rather than just focusing on the final outcome. For example, a child may be rewarded for persevering to improve their sentence structure rather than being rewarded for a beautiful, finished piece of writing. These rewards will be administered through the Class Dojo system. Dojo's will equate to certificates and rewards that are presented:

Bronze Award - 25 Dojo Merits  
Silver Award - 55 Dojo Merits  
Gold Award - 110 Dojo Merits  
Diamond Award - 220 Dojo Merits  
Platinum Award - 340 Dojo Merits

#### 6.10 **Class Dojo Merits**

Class Dojo Merits will be presented for:

- working to their best ability,
- putting special effort into a piece of work,
- neatly presented work,
- positive attitude towards work,

#### 6.11 **House Teams Points**

All children will be part of a House Team and House points will be awarded. House points encourage a team ethos across the school and allow pupils of all ages to have a common goal. Every pupil, from Reception to Year 6, will be sorted into one of four houses.

House points (house tokens) will be given out for a variety of reasons, including:

- politeness,

	<ul style="list-style-type: none"> <li>○ positive behaviour,</li> <li>○ demonstrating a caring attitude towards peers,</li> <li>○ good attendance,</li> <li>○ sporting achievements and taking part in events and competitions</li> <li>○ representing their house or school.</li> </ul> <p>6.12 Reward tubes displayed in the school contain the 4 house colours, if the whole class is rewarded then 4 cubes (one of each colour) will be added to the jar. If a pupil receives a reward for an individual achievement, then the token is added to the tube that corresponds with the individual pupil's house colour.</p> <p>6.13 At the end of each term, house points are added up and the winning house will be rewarded the house cup (with the house colour ribbon attached). In addition, House Captains will hold a house meeting where pupils will then decide on their reward. Rewards such as; non-uniform day for the winning house, a celebration dinner with house colour table cloth and special plates/glasses etc, a token such as some form of stationery and hot chocolate with the headteacher. In addition, each pupil will receive a rosette sticker in their house colour.</p> <p>6.14 Pupils will have opportunities throughout the year to meet as a house (a house assembly) to discuss and organise possible competitive events and activities.</p> <p>6.15 <b><i>Celebration Time</i></b> Classes can decide to use this as a strategy on weekly basis and lasts for up to 30 minutes. Pupils will be informed of what the Celebration Time Activity consists of each week – in some classes this is referred to as 'Golden Time'.</p> <p>6.16 <b><i>SEND</i></b> Some pupils with additional needs/SEND may require a more small-steps approach to positive feedback and praise which may include the use of visual supports to help the pupil keep track of their progress. These individualised systems will feed into whole class rewards.</p> <p>6.17 In addition to earning House Points pupils can also receive a headteacher raffle ticket. At the end of each week a ticket will be drawn during Celebration Assembly and the pupils receive a prize.</p>
<b>7.</b>	<b>Sanctions</b>
7.1	At Hucknall Flying High Academy it is fully recognised that sanctions should run alongside rewards when promoting and maintaining a positive Behaviour Policy. It is also acknowledged that sanctions should be consistent throughout the school and should be fairly, appropriately, and consistently administered. Our Behaviour System is outlined in guidelines set in <b>Appendix 1</b> .

7.2	'Restorative Question Cards' (Appendix 2) to be used to structure the discussion around behaviour. This will ensure that there is a consistent approach to managing behaviour across school and support all staff to use a shared language to support all children.
<b>8.</b>	<b>Unacceptable / Inappropriate Behaviour</b>
8.1	<b>THERE IS NO PLACE FOR RACISM, VIOLENCE, VANDALISM, RUDENESS, BAD LANGUAGE OR BULLYING OF ANY KIND e.g. PHYSICAL, VERBAL, CYBER BULLYING, WITHIN OUR SCHOOL AND THESE WILL ALWAYS BE DISCOURAGED AND TACKLED.</b>
8.2	The school has policies to deal with discrimination against specific groups and logs incidents as appropriate. It is the responsibility of senior leaders to report any incidents deemed appropriate by the school. These incidents are communicated with parents/carers and followed-up immediately.
<b>9.</b>	<b>Malicious Allegations against Staff</b>
9.1	Malicious allegations against staff will be discussed with the pupil's parent/career and appropriate action taken in accordance with the school's Behaviour and Safeguarding Policies.
<b>10.</b>	<b>Reporting Behaviour and Monitoring the Impact</b>
10.1	It is all staff's responsibility to report incidents that warrant a record using ScholarPack and CPOMs if deemed as a safeguarding incident. It is the role of the SENCo to collect and report the incidents to the Senior Leadership Team and Governors as well as analyse and action plan areas of support. The Senior Leadership Team and Governors will consider the behaviour information, including its impact on learning, in relation to whole school data and particular groups of pupils, including vulnerable groups and those with SEND.
10.2	The Flying High Trust will also have a role in monitoring high level behaviour data and information, including any exclusion data (fixed term and permanent). They will also be responsible for tracking this in relation to specific vulnerable groups and pupils with SEND, and where additional support is identified they will work with the school to ensure this is provided.
<b>11.</b>	<b>Documents relating to the School Behaviour Policy</b>
11.1	<ul style="list-style-type: none"> <li>○ Behaviour in schools – 2022 DfE</li> <li>○ Getting the simple things right: Charlie Taylor's behaviour checklist - 2011 DfE</li> <li>○ Use of reasonable force – Advice for Headteachers, school staff and governors - 2013 DfE</li> <li>○ Behaviour and Discipline in schools – Advice for Headteachers and school staff - 2016 DfE</li> <li>○ School Attendance – Departmental advice for maintained schools, academies, independent schools and local authorities - 2014 DfE</li> <li>○ School attendance parental responsibility measures – statutory guidance for local authorities, school leaders, school staff, governing bodies and the police – 2015 DfE</li> <li>○ Exclusion from maintained schools, academies and pupil referral units in England – 2017 DfE</li> </ul>

11.2	<ul style="list-style-type: none"> <li>○ The school is aware of its duties under The Equality Act 2010, follows the DfE statutory guidance on Keeping Children Safe in Education 2022 and Special Education Needs and Disability Code of Practice 2014.</li> </ul>
<b>12.</b>	<b>Links with other school policies</b>
12.1	<p>Policies dealing with other forms of complaints include:</p> <ul style="list-style-type: none"> <li>○ Child protection and safeguarding policy</li> <li>○ Exclusions policy</li> <li>○ Anti-Bullying Policies</li> <li>○ Allegations of Abuse Against Staff</li> <li>○ SEND Policy</li> </ul>



## Appendix 1:

### School Behaviour System

At Hucknall Flying High Academy we recognise the importance of a positive approach to the behaviour of pupils in our school. We also understand that the first and most important educators of pupils are their parents/carers and value their support with regards to their child's readiness to learn.

As a school we feel it is important to promote a safe, secure, and stimulating environment to allow all members of the school community to feel secure, respected and therefore promote good behaviour in others. We believe that pupils make the best progress when home and school, work together.

#### **School Charter**

##### **All pupils in school are expected to:**

- Move in an orderly manner around school – walk quietly down the corridor.
- Show respect for people – be polite and caring.
- Show respect for property – look after things.
- Demonstrate appropriate levels of concentration and self-awareness – allow others to work without disturbing them.
- Take responsibility for their own actions and try to control their feelings while not being afraid to seek help – work consistently, always giving their best.
- Cooperate with others – take turns, share, and listen and respond to the teacher's voice and team stop signal.
- Be polite, considerate, and caring – to adults and children.
- Set themselves goals and work hard to achieve them.

In addition to the School Charter each Class will work together, with their teacher, to identify Class Rules which they are expected to work together to achieve. These will be based around our School and Trust Values:

<b>School Values</b>	<b>Trust Values</b>
<ul style="list-style-type: none"><li>○ Be kind, work hard, fly high!</li></ul>	<ul style="list-style-type: none"><li>○ Aspiration</li><li>○ Confidence</li><li>○ Creativity</li><li>○ Enjoyment</li><li>○ Perseverance</li><li>○ Pride</li><li>○ Responsibility</li><li>○ Enterprise</li></ul>

## **Positive reward**

The positive rewards are consistently applied across all classrooms in school. Positive learning behaviour is specifically rewarded with a focus on school & trust values and specific skills & knowledge that the children are demonstrating. At Hucknall Flying High Academy, we celebrate and reward the process of learning and being an effective member of the school and the community rather than just focusing on the final outcome. For example, a child may be rewarded for persevering to improve their sentence structure rather than being rewarded for a beautiful, finished piece of writing. These rewards will be administered through the Class Dojo system. Dojo's will equate to certificates and rewards that are presented:

Bronze Award - 25 Dojo Merits

Silver Award - 60 Dojo Merits

Gold Award - 100 Dojo Merits

Diamond Award - 150 Dojo Merits

Platinum Award - 250 Dojo Merits

## **Class Dojo Merits**

Class Dojo Merits will be presented for:

- working to their best ability,
- putting special effort into a piece of work,
- neatly presented work,
- positive attitude towards work,

## **House Teams Points**

All children will be part of a House Team and House points will be awarded. House points encourage a team ethos across the school and allow pupils of all ages to have a common goal. Every pupil, from Reception to Year 6, will be sorted into one of four houses.

House points will be given out for a variety of reasons, including:

- politeness,
- positive behaviour,
- demonstrating a caring attitude towards peers,
- good attendance,
- sporting achievements and taking part in events and competitions
- representing their house or school.

## Sanctions

At Hucknall Flying High Academy it is fully recognised that sanctions should run alongside rewards when promoting and maintaining positive behaviour. It is also acknowledged that sanctions should be consistent throughout the school and should be fairly, appropriately, and consistently administered.

Sanctions are not visually displayed to prevent publicly shaming children thus giving children a greater opportunity to make better choices with their behaviour. They should be recorded in line with the stages of behaviour below.

Stage of Behaviour		Recording	Sanction
Step 1	Ready to Learn	No recording needed	A verbal reminder is given referring to the school values and class rules.
Step 2	Think about it	No recording needed	Conversation – Discussion between staff and pupils to identify inappropriate behaviours that have been displayed and the choices made by the pupil. The discussion will support the pupil to make more appropriate choices from there on in.
Step 3	Make Better Choices	Record on CPOMS	Loss of a given amount of their Playtime / lunchtime / Celebration Time - Class Teachers will decide on what's appropriate (Playtime / lunchtime / Celebration Time to be lost) – Maximum of 10 minutes  <b>'Restorative Question Cards' to be used</b>
Step 4	Partner Class/ Parent Contact	Record on CPOMS	<b>Partner class / teacher</b> – If persistent inappropriate behaviour continues within a lesson the staff member may use their partner class to provide a change of environment enabling the pupil to complete their tasks. This is to be used as an opportunity for the pupil to calm down and reflect on their behaviour. During the school day both members of teaching staff will need to make time for the relationship to be restored.  A behaviour slip is completed detailing the reason for the sanction which is to be passed to the partner class teacher. This should then be recorded on ScholarPack for tracking of behaviour incidents/ trends.  <b>'Restorative Question Cards' to be used</b>  <b>Partner classes</b> <ul style="list-style-type: none"> <li>• Nursery and F2</li> <li>• Year 1 and Year 2</li> <li>• Year 3 and Year 4</li> </ul>

			<ul style="list-style-type: none"> <li>Year 5 and Year 6</li> </ul> <p>A phone call home to the parent should be made, about the reason for use of partner class time at the end of the school day.</p>
<b>Early Years</b>			
Step 1	Ready to Learn	No recording needed	A verbal reminder is given referring to the school values and class rules.
Step 2	Think about it	No recording needed	Conversation – Discussion between staff and pupil to identify inappropriate behaviours that have been displayed and the choices made by the pupil. The discussion will support the pupil to make more appropriate choices from there on in.
Step 3	Make Better Choices	Recorded on CPOMS	<p>Pupil is accompanied by an adult to a designated area of the classroom to spend 3 minutes on the allocated 'Thinking Time' spot. The behaviour will be discussed and once the timer has finished a positive reminder will be reinforced.</p> <p><b>'Restorative Question Cards' to be used</b></p> <p>*Practitioners are aware of the importance of enabling and strengthening relationships with pupils, and ensure that the sanctions given do not have a detrimental effect.</p>
Step 4	Partner Class/ Parent Contact	Record on CPOMS	<p><b>Partner class / teacher</b> – If persistent inappropriate behaviour continues within a lesson the staff member may use their partner class to provide a change of environment enabling the pupil to complete their tasks. This is to be used as an opportunity for the pupil to calm down and reflect on their behaviour. During the school day both members of teaching staff will need to make time for the relationship to be restored.</p> <p><b>'Restorative Question Cards' to be used</b></p> <p>The behaviour will be recorded on Scholar Pack for tracking of incidents/ trends.</p> <p><b>Partner classes</b></p> <ul style="list-style-type: none"> <li>Nursery and F2</li> </ul> <p>A phone call home to the parent should be made, about the reason for use of partner class time at the end of the school day via the class teacher of EYFS lead.</p>

## Repeatedly poor behaviour & Serious Incidents

If a pupil is reported on step 3 and/ or 4 more than 3 times a week or behaviour continues to escalate, the following sanctions will be put in place:

- **Spoken to by the Phase Leader** – At this point these members of leadership reserve the right to issue a pupil with other sanctions. The member of leadership may also decide as to whether this requires a formal meeting with themselves and the pupil's parents/carers.

If disruptive behaviour continues the following sanction will be put in place:

- **The pupil will be spoken to by the Assistant Headteacher** – This will include a formal meeting involving the pupil's parents/carers.
- **Internal isolation with the Headteacher** – If the pupil's behaviour is repeatedly disrupting the learning of others internal isolation may be used to limit the pupil's interactions with their peers so that all pupils can focus on learning tasks.
- **Fixed term/permanent exclusion** – If the pupil continues to display inappropriate behaviours the Headteacher can make the decision to exclude. This could include taking the case to the fair access panel. Please refer to the School Exclusion Policy for further detail.

## Lunchtime Rewards and Sanctions

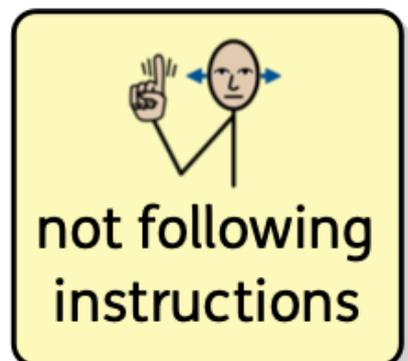
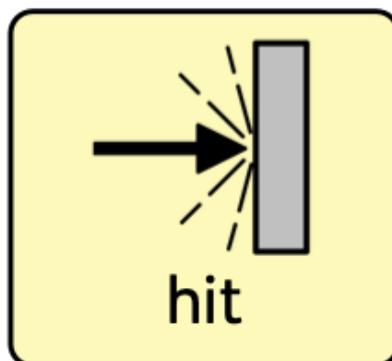
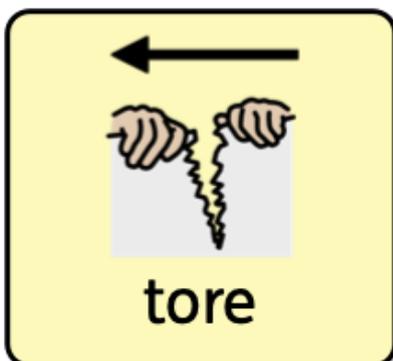
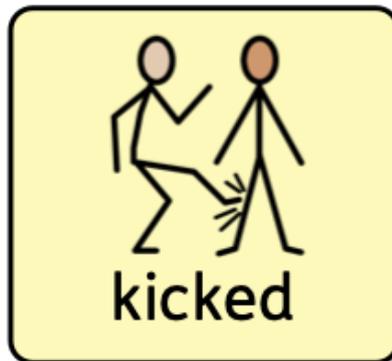
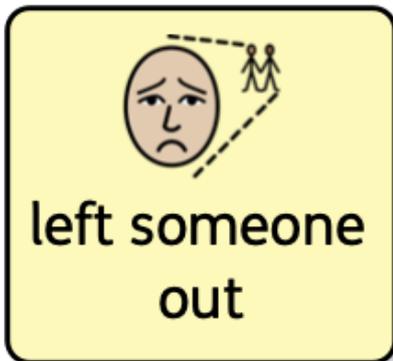
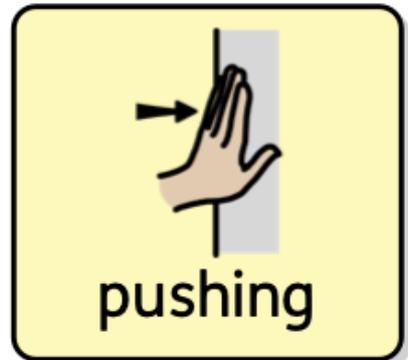
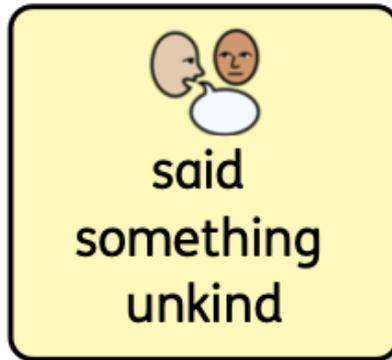
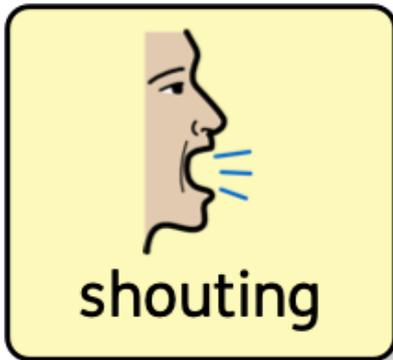
Lunchtime staff can use the token system to support positive behaviour reinforcement. House tokens will be given out for a variety of reasons, including:

- politeness,
- positive behaviour,
- demonstrating a caring attitude towards peers,
- good manners at the lunch table,

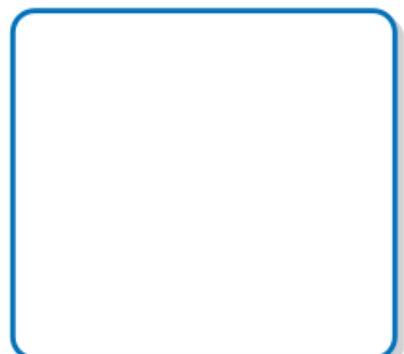
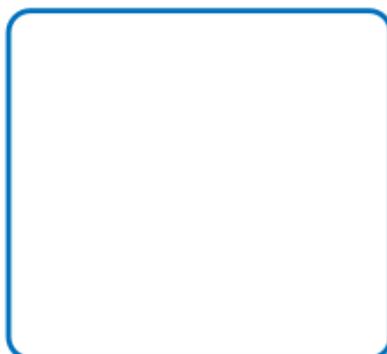
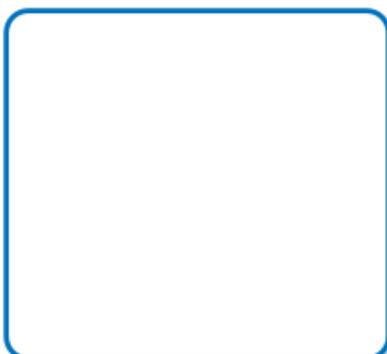
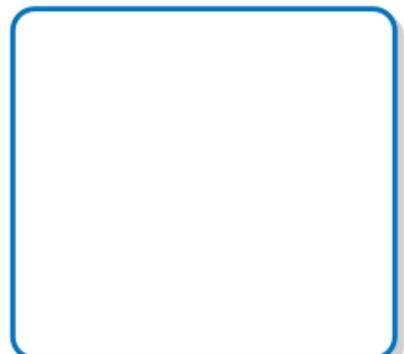
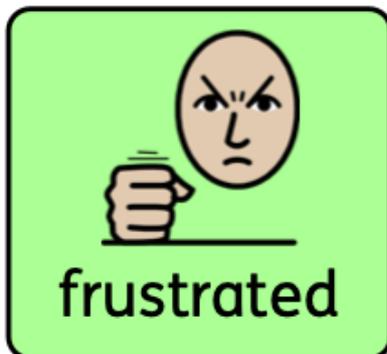
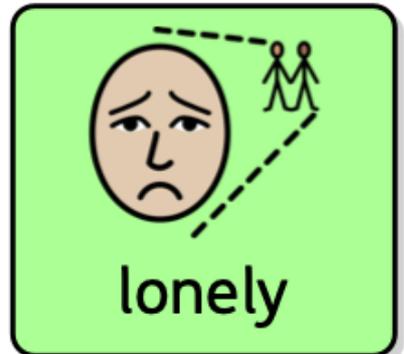
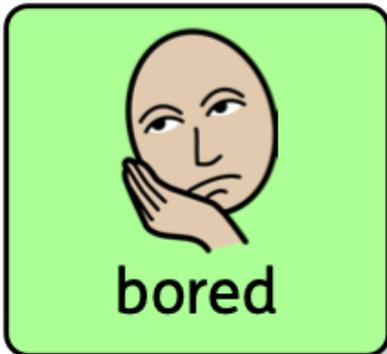
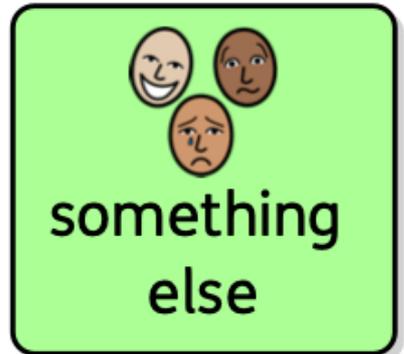
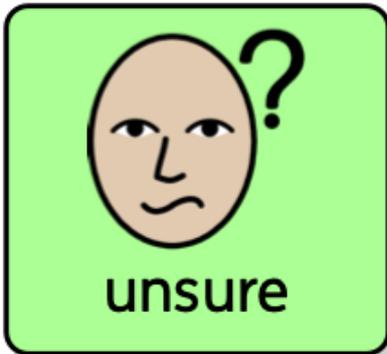
Sometimes it is necessary to implement sanctions for behaviour at Lunchtime or during morning playtime. The sanctions administered for inappropriate lunchtime behaviour or morning playtime are:

Stage of Behaviour		Reward
Step 1	Warning	Staff give pupils a verbal warning to remind them of expected behaviours.
Step 2	Time Out	Staff will direct the pupil to a safe area in the playground, explain the reason for this sanction and allow time for the pupil to reflect on their actions. Before returning to play staff will ensure the pupil is aware of more appropriate play.
Step 3	Loss of Playtime	In incidents where inappropriate behaviours continue or when a pupil repeatedly does not respond to an adult's instruction the adult will direct the pupil to the 'Reflection Zone'.

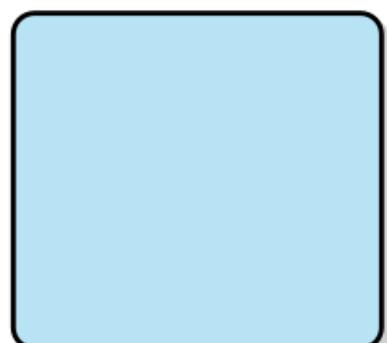
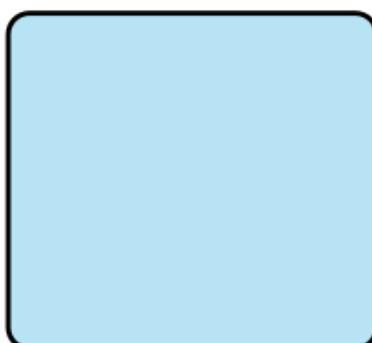
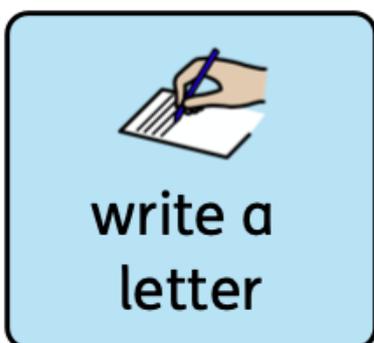
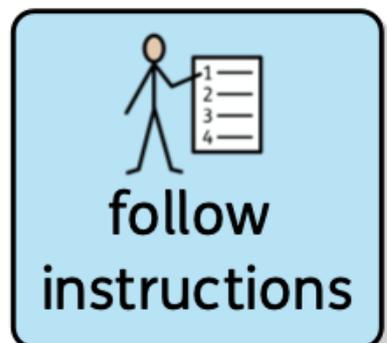
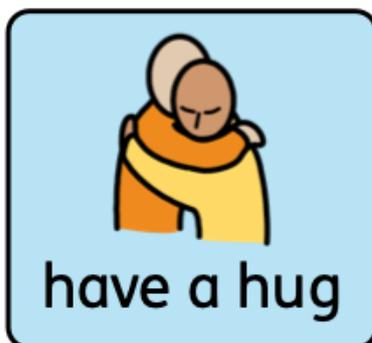
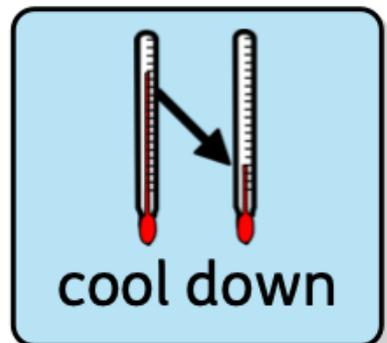
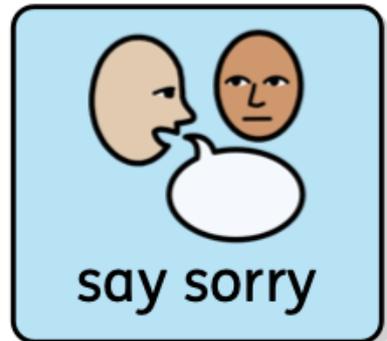
# What happened?



# How were you feeling?



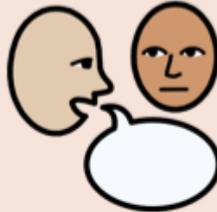
## How can we make it right?



## What can you do next time?



take 5 deep  
breaths



tell an adult



go to a  
quiet place



1 2 3  
count to 10



walk away



use kind  
words



use kind  
hands and  
feet



listen and  
follow  
instructions



take care of  
equipment



another  
idea

