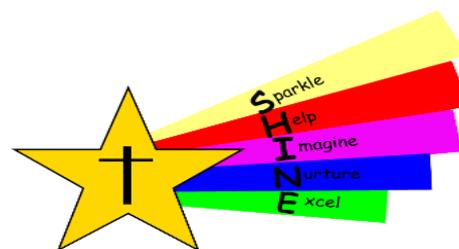


Behaviour Policy – (With Appendix and explanation of Anti-Bullying and Discipline)



Minety Church of England Primary School 'Shine, Help, Imagine, Nurture, Excel

Date: 1/9/2018

Review date: 1/9/2019

Responsibility for review: Staff & SLT

Related policies and documents: Child Protection, SEND Policy, School Handbook, Anti-bullying Policy, E Safety, Use of Physical Restraint, Health and Safety and Whistleblowing

Our Vision at Minety C of E Primary School

In Minety we aim for all to **shine**, not only in everything that we learn but in everything that we do as a Christian School community. As pupils and members of staff at Minety we are defined by this message to **shine in all aspects of life – life in all its fullness** and **sparkle** by **helping one another**. We **imagine a better world**, nurturing dignity and respect for others. We value all children for who they are and expect them to value everyone else in the school community. We encourage our children to **excel** in all that they do and to aim for excellence.

The **SHINE** vision is rooted in the words **"Everyone who has been wise will shine as bright as the sky above, and everyone who has led others to please God will shine forever like the stars."** Daniel 12:3

We are also defined by values of kindness, courtesy, fairness, and respect for one another. These lead to motivation for service and commitment to society, both within and beyond our school. For this reason we have taken Jesus' summary as our principle of life in Minety C of E Primary school: **"Always treat others as you would like them to treat you"** (Matthew 7:12).

In Minety C of E Primary school we are engaged on the start of a life time journey in which we will **shine** starting our journey from God and moving out into God's world. We **help one another to live together and help our community** and **imagine** our potential not simply with hope and aspiration but also by understanding that every person can be an agent of change in our everyday world. We **nurture** dignity and respect for everyone whatever their difference in terms of being or ability. We aim to create a caring and happy school community committed to **excellence in wisdom knowledge and skills**. These values are very much aligned to the Christian values of **generosity, service, creativity, compassion** and **perseverance** but based on the words of the children and our wider community.

We are committed to all children achieving their very best – excellence at a level that is achievable for every child. Children will leave this school as the very best Readers, Mathematicians, and Writers that they can be, combined with an understanding of health and fitness in mind and body. This can only happen if a love of learning for

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learning's sake is fostered. This happens through the dedication of our school staff team who are motivated and valued.

It is a failure if we are *only* producing children who are able academically – there is so much more to life. Parents who are the centre of a child's life, need to be supported by the school in helping their child be confident, by the school providing something; be it a club, a role or a subject, which enables their child to understand and feel success. We will enable children to reflect on their actions, good and bad and understand consequence and the importance of doing good. By going through this process children will also develop self-awareness and an understanding of how they can always improve, and reach beyond perceived barriers. To achieve this level of self-awareness children will develop skills that enable them to excel at behaving and communicating, by both listening and speaking, always, in a spirit of respect for others and themselves. It is vital, always that children are able to turn perceived weakness in to actual strength. All of this will lead to an inner confidence which, more than anything else will enable a child, in his/her future, to rise to the challenges of the modern world and to flourish.

Purpose

The purpose of this policy is to:

- *“create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best”*

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choice.

Who was consulted?

All staff and pupils are consulted at the beginning of each academic year on the rules, rewards and sanctions. Parents are encouraged to support through regular updates at parent evenings, parent surveys and through the newsletter and website.

Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote our Christian ethos in an environment where everyone feels happy, safe and secure.

Central to this aim is the expectation that the children of Minety School will display high standards of behaviour and treat other people as they would wish to be treated themselves, in accordance with our SHINE ethos

Our behaviour and anti-bullying policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

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Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive actions will be taken.

We endeavour to achieve these aims in many ways:

- Being genuinely interested and concerned for all children and staff in our school
- Recognising and praising the many positive qualities our children can show
- Holding the belief that a child's self-image can change in a positive way through seeing and feeling their successes
- Always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns
- Promoting a secure and happy environment free from threat, harassment or any type of bullying behaviour
- Creating a school ethos where bullying is regarded as unacceptable
- Producing a consistent school response to any bullying incidents that may occur
- Informing pupils and parents of the school's expectations and fostering a productive partnership which helps maintain a bullying-free environment.

1. Rewards and Sanctions

Our school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation (teamwork). Our approach is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We praise and reward children for good behaviour in a variety of ways.

Teachers and teaching assistants celebrate children's work and achievements through:

- Positive verbal feedback
- Written feedback following a piece of work
- Displaying work throughout the school
- Children may be asked to show their work to another class teacher or the Headteacher, to celebrate achievements
- Class reward schemes, which enable them accrue 'Golden Time' at the end of each week
- Gaining 'Learning Gems' and house points for outstanding attitudes/behaviours
- Achievement award, given in Celebration assembly
- House points for consistent good work or behaviour, positive contributions and aspects relating to our school values
- Giving children opportunities to succeed through responsibility
- All classes have an opportunity to lead an assembly where they are able to show examples of their work

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- Acknowledgement of all the efforts and achievements children achieve out of school
- Stickers, "Congratulations" system either verbal or written.
- Messages to parents about positives or improvements.
- A promised reward (often individual).
- A sensible reward nominated by the child.

The school employs a number of sanctions to enforce class and school rules, and to ensure a safe and positive learning environment.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or sit on their own or away from certain groups of children.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task during their break time.
- In some instances, we may isolate the child from the rest of the class until s/he calms down and is in a position to work sensibly again with others.
- Losing free-time, break-time, own-choice time, losing the privilege of own-choice, losing the privilege of sitting with a friend.
- Having to work at home as an extra to that normally expected.
- Having to do jobs to assist teacher or to make good a problem caused by misbehaviour.
- At playtime, children to stay next to adult on duty
- Thinking Chair

We believe it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve setting good behaviour charts, or setting behavioural targets, to enable good communication between home and school. An emphasis on positive achievements provides a platform from which further success can be made. A record of events and meetings are kept up to date in the class teacher's 'Concern' book where appropriate. Where behaviour continues to prove to be a 'stumbling block' the class teacher will liaise with the Headteacher and targets are set as part of a 'Learning Plan'.

Class rules and associated rewards and sanctions are agreed with each class at the start of the school year and displayed in the classroom.

Children are actively encouraged to talk to an adult about being treated unfairly by other children, or to leave a note in one of the 'Worry' boxes in the classrooms or main areas of school.

If a child experiences abuse by another child or an adult of any kind (verbal, emotional, racial or physical) they should speak to an adult.

We encourage children to deal with minor incidents on the playground using the Playground rules (**Appendix 7**).

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We do not tolerate any kind of bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Procedures

- Staff should keep a note of serious bad behaviour. This will build up a picture should a long-term problem develop.
- If bad behaviour becomes persistent or not controllable by normal means, staff should share their knowledge of the child with their colleagues: others may have seen similar behaviour which adds to the overall picture.
- Staff should consider what rewards, punishments and strategies are most likely to improve the situation. These should be made clear to pupils and to other staff; when considered appropriate, parents should be involved and invited to use the strategies and share our aims to improve behaviour.
- School staff should discuss with the SENCO if they feel that behaviour is a 'concern'.
- The Head teacher should be involved when repeated misbehaviour is not controlled by the above procedures and should always be aware when staff members meet parents to discuss behaviour concerns.

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APPENDIX 1

BEHAVIOUR SYSTEM SPECIFIC

- 4 houses – Neptune, Mars, Mercury and Saturn**
- Children gain points in class according to helpfulness, effort and quality in their school work**
- These points are tallied up and allocated to each house.**
- Each week in an Assembly these are totalled up, celebrated and added to our Totaliser which can be seen in the Hall.**

Once a certain number are achieved for a house a reward is gained.

SANCTIONS

- one member of staff sanctions a child and gives a formal verbal warning**
- a clear communication point can be used by all if necessary**
- if the child repeats this behaviour with any member of staff, this is picked up from the communication system then she/he is sent to the Head Teacher for a formal reprimand**
- if this behaviour is repeated then a punishment is given and parents informed**

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APPENDIX 2

BULLYING - definition

Bullying is a repeated wilful, conscious desire to hurt or frighten someone else, either physically or mentally.

There is a difference in the behaviours that anyone can exhibit:

Rudeness – unintentional, hurtful and one-off behaviours

Meanness – intentional, hurtful and one-off behaviours

Bullying - intentional, hurtful and happens more than once, even when you ask them to stop or show that you are upset.

Policy Statement:

The school policy is that staff will take every incident seriously, deal with every incident according to the agreed guidelines, keep careful records and share information.

2. The Nature of Bullying

Bullying is considered to be:

- Deliberatively hurtful (including aggression)
- Repeated often
- Often difficult for individuals who are being bullied to defend themselves against.

Bullying can take many forms:

- Physical: hitting, kicking, taking belongings
- Verbal: name calling, insulting, making offensive remarks
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Through the use of cyber-bullying (e.g., text messages, email or using social networking sites like Facebook or Ask FM)

People may bully others because of varying perceived differences:

- Sexism, racism, religion or belief, academic ability, gender, identity, homophobia, transphobia, disability, perceived characteristic (e.g., hair colour or weight) or because of an associate (family member or friend)

3. Our approach to bullying

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their worries are taken seriously and responded to with sensitivity.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum such as circle-time, role-play, class performances, sharing assemblies, moral debate

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assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of school council, play-leader, member of collective worship group, promotes children's self-confidence. In having this approach we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

For children who prefer to make their concerns known discretely, we have 'worry boxes' in classrooms and main school areas. These are checked by members of staff on a regular basis.

Our Personal, Social and Health Education (PSHE) curriculum ensures that each year group addresses issues related to behaviour and bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, developing self-confidence. In addition to this, bullying in its many forms and behaviour issues are the focus of regular circle time discussions.

We have two aims when reacting to bullying:

- To make the child who has been bullied feel safe
- To encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

In order to achieve this we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established behaviour by an individual or group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. It is an eight-step approach (**Appendix 6**).

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem solving approach, then the following procedure will be followed:

- The Headteacher is informed
- The pupil who has been bullied is interviewed and their comments recorded
- The pupil or pupils who have displayed bullying behaviours is/are interviewed and comments recorded
- The parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Headteacher, pupil and parents is held; the incidents and the sanctions are detailed
- When required Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies

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- In persistent circumstances sanctions may include: permanent exclusion, temporary exclusion, exclusion from the premises at lunchtime, exclusion from the playground at lunchtime.
- The parents of the pupil who has been bullied are kept informed throughout the whole process.

INCIDENTS

Involving others:

- a. The Headteacher should be informed in all cases of bullying.
- b. Colleagues should be informed if the incident arose out of a situation where everyone should be vigilant, e.g. unsupervised toilets or at playtime.
- c. Parents should be informed.
- d. In dealing with parents, it is important that they are reassured that the incident is being dealt with promptly, firmly and fairly.

Final Steps:

- a. The incident should not live on through reminders from staff but circumstances should be noted for future reference.
- b. Staff should think ahead to prevent a recurrence of the incident, if a trigger factor is identified.
- c. Careful notes of what has happened, including times and dates, what has been said and what action has been taken and agreed should be taken.
- d. Records should be kept in a confidential place.
- e. When meeting parents, staff should not be alone so have a witness present; parents too should be allowed to have a witness accompanying them if they or he/she so wishes. It is advisable to devise and share a constructive plan of action with parents.

Reminders

- Do not be over-protective; allow the victim to help him/herself.
- Try to look objectively at the behaviour, with the bully.
- Do not keep the incident a secret because you have dealt with it.
- Do not try to hide the incident from the parents of the victim or the bully.

When meeting parents, be aware that they may pose a threat to you if they are emotionally involved with their child's behaviour. All meetings should be held at a planned time in suitable conditions. No member of staff should conduct a meeting of this sort on their own.

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APPENDIX 3

Consistent Expectations

We DO expect

- Children to be polite and to use 'please', 'thank you', 'sorry' etc with thought and genuine tone.
- The use of names when answering, e.g. "Yes, Miss" when the register is called.
- An apology when something has gone wrong, e.g. "I'm sorry I'm late Miss"
- To give way at doors to allow adults to enter or exit and to say "excuse me" if they have to pass adults in conversation.
- Children to walk in an orderly way and to be aware of the other people around them.
- Orderly lining up when a class is about to enter a room, or move to a different location.
- Children to sit silently, e.g. in assembly, respect the solemnity of some occasions, and respect the right of others to do the same.
- Children to be attentive, to look at and listen to a speaker/teacher.
- Polite involvement in teaching situations
- A child to listen and respond when being spoken to.
- A hand-up to signal the need to ask, answer or talk to the adult.
- Children to be self-reliant in finding resources.
- Children to respect others' right to work and play safely and happily.
- Courtesy in play and co-operation with others
- All children to respect belongings and resources, especially books, and replace whatever has been used in its rightful place.

We DO NOT

- Accept behaviour when the child thinks they should come first.
- Tolerate inconsiderate pushing and running.
- Tolerate rowdiness or interference which upsets others.
- Allow distracting behaviour such as shouting out, walking around, or fiddling with belongings.
- Tolerate a child walking away when being spoken to, ignoring the speaker, or answering back.
- Tolerate calling out or interrupting.
- Want children to rush and scramble in order to find resources at the expense of others
- Encourage the 'telling of tales'.

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Appendix 4

ROLES

1. The Role of the Class teacher

It is the responsibility of the class teacher to ensure that the school values are enforced in their class, and that their class behaves in a responsible manner during lesson time and within the school building.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

2. The Role of the Teaching Assistant

Our teaching assistants are valuable members of staff who are normally class based. They help to ensure that our anti-bullying and behaviour policy is consistently applied. Where they lead groups they refer to class rules and guidelines. Where children demonstrate difficult behaviour, despite a range of positive strategies, the assistant will refer to the class teacher directly during the lesson or through a communication book.

3. The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. (See H&S, inclusion and C.P. policies)

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of bullying using a record form.

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The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

4. The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school values in the school prospectus and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school head teacher or governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

5. The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This is done through a monitoring log and through the sample questionnaire or pupil conferencing which is done annually. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

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Appendix 5

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body convenes a discipline committee that is made up of between three and five untainted members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

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Appendix 6 - Problem Solving Approach which would be used for all incidents of bullying including cyber-bullying, homophobic, bio-phobic and transphobic bullying.

Step 1: The child who has been bullied is interviewed

Once it has been established that a child has been bullied, the child is interviewed. The main focus of the interview is to understand the effect the bullying has had upon the child. He or she is asked whether they want to pursue the issue. If appropriate the child may be asked to draw a picture or write something to describe the effect the bullying has had on them. The child is then asked who he or she would like to attend a meeting who might help to make their lives much safer at school.

Step 2: A meeting is convened with people involved

A small group of pupils is asked to meet with the teacher or the person who is handling the meeting. This will include those who have displayed the bullying behaviour, others who have witnessed it but have not taken part, and other members of the peer group who may not have been involved at all but who could make a positive contribution.

Step 3: The problem is explained to the group

The bullying is explained to the children and it is emphasised that the bullying makes the person being bullied feel really bad. The others are shown the picture or writing; either is used as the basis for discussion. No one is blamed for the bullying but solutions are sought.

Step 4: The responsibility is shared

The group shares the responsibility for the bullying. Although blame is not attributed and punishments are not meted out, the act of bullying has to be acknowledged so that the group can move onto the next stage.

Step 5: The group is asked for its ideas

The group is asked what they feel should be done. After brainstorming, individuals suggest solutions – how they feel they can help and what they will do. Good, positive suggestions for making things better are sought.

Step 6: It is left up to the group

The responsibility for carrying out their suggestions is left up to the group. They go away feeling that they will do something positive that is supported by the teacher who has conducted the session and in conjunction with the effects of the peers.

Step 7: A review meeting with the child who was bullied is held

A week or so later the teacher meets up with the child to find out what improvements have been made.

Step 8: The group meets again

The group meets again to discuss what they have done, what effect they have had and receive feedback from the meeting the teacher has had.

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Appendix 7 - Playground rules

1. The outdoor shelter and spiritual gardens are for quiet games, activities and reflection
2. The lower playground is for more active games with equipment on a rota basis
3. The All-weather pitch and field is used for football. The edges can also be used for other active games.
4. No 'rough physical' play is allowed e.g., pulling on other children's clothes, jumping on backs, 'rough and tumble', stamping on shoes/ feet
5. Children should walk and not run on the slopes between playgrounds
6. Children should stand still and be quiet when the bell rings
7. At the 2nd ring of the bell, children should walk without chatting, to their class lines and line up quietly until their teacher leads them in

Good Behaviour

1. Good Behaviour is rewarded with Golden Tickets by adults on duty
2. A golden ticket is worth 10 house points for that child's house.
3. Golden Tickets are rewarded for:
 - Noticing children including others in a game together
 - Noticing older children playing with younger children
 - Looking after equipment
 - Using areas of the playground appropriately
 - Taking care of others
 - Helping others in the lunch hall
4. A Golden Ticket is not to be given for children who appear to be obviously trying to receive one – e.g. asking for one or organising opportunities to earn them.
5. One Golden Ticket a day will be awarded in the Dining Hall to be agreed by staff on duty.

Misbehaviour

1. A warning is given for any infringement of the playground rules
2. At a second infringement, or any child engaged in 'rough physical' behaviour, the child is given up to 5 minutes 'time out' (standing by a wall, teacher or sitting on a bench)
3. If a child has been given a warning for an infringement on consecutive days or a second time in a week the adult may choose to give them a 'time out' straight away (this may depend on the severity of the offence and the age of the child). The adult makes a brief record of the incident in the 'Time out' log book – two time outs in a week will be reprimanded with the child by the Head Teacher.
4. The 'Time out' log book is handed into the Head teacher every Friday and is kept in the staff room