

# ST ANSELM'S CATHOLIC PRIMARY SCHOOL

## BEHAVIOUR MANAGEMENT POLICY

*Learning and growing together through prayer, belief and love*

This policy was reviewed and approved by the full Governing Body on **18<sup>th</sup> December 2023**.

This policy will be reviewed annually.



<b>Headteacher</b>	Signature <i>Ms Huxford</i>	Date 18.12.23
<b>Chair of Governors</b>	Signature <i>Linda Barnard</i>	Date 18.12.23
<b>Review Date</b>	<b>December 2024</b>	

## MISSION STATEMENT

Our Mission Statement '**Learning and growing together through prayer, belief and love**' captures perfectly our vision of a Christ-centred community which recognises that we are all God's children 'made in the image and likeness of God'. At St Anselm's we aim to develop children's spiritual 'thirst' and accompany them on their journey of faith in a rich, positive learning environment with Jesus' teachings and values at the core of our curriculum.

## STATEMENT OF INTENT

St Anselm's School is a place where adults and children spend a considerable amount of time together. We want it to be a place which is happy, caring and safe for all - children, staff, parents and visitors; a place which is warm and welcoming; a place where children can learn effectively and be treated fairly and equally; a community which respects, helps and shows care between its members and lives out the gospel values. We wish to create an environment which emphasises the positive and where our mission statement can be truly developed. We promote a culture of praise and encouragement, in which all children can achieve. The purpose of this policy is to give a clear code of conduct and to reflect the values and principles that we consider to be important for our school. This policy is set within the framework of our mission statement, and the ethos of the school.

## AIMS OF THIS POLICY

We believe that, in order to facilitate effective teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Providing a safe, happy and caring environment where children feel safe and benefit from their experiences.
- Maintaining a positive approach to the behaviour of children in our school in order to reduce inappropriate behaviour and reduce the number of misdemeanours.
- Promoting an orderly environment in school to encourage children to react in a positive caring way.
- Promoting desired behaviour through our behaviour, language and conduct.
- Promoting self-esteem and self-discipline
- Promoting respect for ourselves, respect for rules, respect for others, and developing positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour, and challenging and disciplining misbehaviour using appropriate and reasonable sanctions where a pupil's behaviour falls below expected standards.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school will aim to promote resilience as part of a whole-school approach using the following approaches:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through

the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

**All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Positive Mental Health Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.**

## LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) ‘Use of reasonable force’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2022) ‘Behaviour in schools: Advice for headteachers and school staff’
- DfE (2022) ‘Keeping children safe in education 2022’
- DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
- DfE (2022) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’

This policy operates in conjunction with the following school policies:

- Positive Mental Health and Wellbeing Policy
- Complaints Procedures
- SEND and Inclusion Policy
- Positive Handling Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Drug Education and Managing Drug Related Incidents Policy
- Uniform Policy
- Mobile Phone Policy

## ROLES AND RESPONSIBILITIES

Within our school community we all have responsibilities, towards ourselves and each other. We believe it is important that we each fulfil our responsibilities whether as a pupil or adult in terms of:

- punctuality
- completing tasks to the best of our ability
- taking responsibility for our building and equipment

- co-operating with other school members

In this way, we are all sharing in and contributing to the smooth running of our school. Each group within our school has specific responsibilities which in conjunction with developing positive relationships sets the standards for good behaviour. It is important for each group to be aware of their individual and collective responsibilities. In order for our behaviour management to work effectively, there needs to be strong co-operation between parents and school. We expect the support of parents in our management of their children and provide a welcoming environment for them to work with us. Parents need to help their children understand what constitutes appropriate behaviour within school and ensure that they understand and respect school regulations. They need to help their child develop self-discipline whilst fostering good self-esteem.

**The Governing Body** will have overall responsibility for:

- Providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender identity, race, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures.
- Ensuring this policy is published on the school website.

**The headteacher** will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Having regard to guidance provided by the governing body on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**The Mental Health and Wellbeing Lead** will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Mental Health and Wellbeing Policy.

**The SENCO** will be responsible for:

- Collaborating with the governing body, headteacher and the Mental Health and Wellbeing Lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff** will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with

parents, the SENCO and, where appropriate, the pupils themselves.

- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

**All members of staff**, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the HLT and SENCO up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

**Pupils** will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable or unsafe behaviour to a member of staff.
- Striving in their efforts to live out the school's Mission Statement
- Upholding their Class, Playground and Lunchtime Charters
- Following the Golden Rules
- Being committed to the home-school agreement

**Parents** will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home
- Informing the school of any changes in circumstances which may affect their child's behaviour.

## **SCHOOL REGULATIONS**

To ensure the smooth running of our school and the health and safety of everyone, we have general school rules. These will benefit not only children but adults too. They are also printed in our School Prospectus and we expect parents to be familiar with them and to support and implement them.

- Children are to wear the school uniform and abide by uniform regulations (see Uniform Policy for fuller details).
- No money or valuables should be brought into school. Watches may be worn but the school will not accept any responsibility if they, or any valuables or money are lost or stolen.
- Children must not bring mobile phones into school except in exceptional circumstances, e.g. children who travel home on their own. In such cases mobile phones should be handed in to the safekeeping area in the classroom and collected at home time. (See Mobile Phone Policy)
- Children must not bring sweets, chocolate, chewing gum, games, toys or any dangerous items into school including penknives or any sharp pointed instruments.
- Children are not allowed to leave the school grounds during school hours unless accompanied by a known adult.

## ENCOURAGING GOOD BEHAVIOUR

The ethos of the school as a whole is central to establishing and maintaining high standards of behaviour. Foremost in this endeavour is the development of positive relationships between the different groups within our school.

The example set by both staff and parents, especially in terms of interest in pupils, work ethic, and promotion of high standards, attitudes of co-operation, fairness and politeness has a direct impact on pupils' work and behaviour.

Our Mission Statement, Golden Rules and School Charters, give pupils clear guidance on appropriate behaviour in the classroom and the playground. The School Behaviour and Learning Mentor also supports children who experience difficulties with managing their behaviour.

Our Golden Rules are specifically for children, and are written simply so that every child from Reception to Year 6 can understand and follow them.

## THE GOLDEN RULES

**Be gentle.....Do not hurt others**

**Be kind .....Do not hurt others' feelings**

**Be polite .....Do not be rude**

**Listen to adults and other children.... Do not interrupt**

**Work hard..... Do not waste time**

**Look after property.....Do not break or waste it**

**Be honest ..... Do not lie**

**Show respect ..... Do not take away the rights of others**

## SCHOOL CHARTERS

Developing a sense of rights, respect and responsibility within our pupils encourages self- discipline, mutual respect and good behaviour. All classes develop and write their own individualised class charters containing a set of agreed behaviours for the whole class to follow. All children sign their agreement with the Class Charter. The school has also developed a charter for playground conduct which is displayed in all three playgrounds

## PRAISE AND REWARDS

Good behaviour is encouraged through praise and rewards. Praise works! Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements. Praise should identify the nature of the good behaviour and reward the pupil usefully. The idea of what is appropriate school behaviour is not automatically learned, therefore we must help children develop a sense of what is and is not acceptable. (See **Appendix 8** and **9**) The use of a range of rewards for children can also be useful, we use House Points, Achievement Awards, DoJo points, and class specific rewards.

## Making a Positive Contribution and Personal Development

The school recognises and fully supports the view that pupils should be given opportunities for responsibility to encourage them to show and take care of others in the school and wider community and to look after the school environment. Such opportunities for greater responsibility in the school are: GIFT team (Year 5 & 6), school and classroom monitors, School Council, Green Ambassadors, Mental Health Champions, Wellbeing Ambassadors, Digital Leaders, Sports Leaders and in Year 6, Assembly Leaders,

Buddies, Arts Leaders, Prefects and House Captains.

## MANAGING BEHAVIOUR

Unfortunately, there are times when children exhibit inappropriate behaviour. When dealing with inappropriate behaviour it is important always to label the behaviour and not the child. We should try to understand the reasons for the misbehaviour so that we can deal with it effectively. We should be mindful that inconsistencies in our responses could be a decisive factor in producing anti-social attitudes among pupils.

The school has consistent practice for dealing with inappropriate behaviour. Inappropriate behaviour will be taken seriously, and dealt with immediately. It is important to be as restorative as possible when dealing with incidents and children should feel that staff are being fair, giving time for resolving of difficulties and for listening. (See **Appendix 9**)

Children should be encouraged to resolve their own conflicts and be helped to develop strategies for doing so. Adults in authority will often need to facilitate and supervise such opportunities using a restorative approach. This ensures a positive, truthful conversation in which children will be encouraged to be assertive, expressive of their feelings and respectful towards their adversary. Adults will consider how to prevent inappropriate behaviours from recurring. (See **Appendix 1.**) All behaviour incidents need to be recorded on CPOMS including breaches in online safety.

## VULNERABLE CHILDREN

The Deputy Head will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding difficulties. All staff will be alert to changes in a pupil's behaviour that could indicate they need help, intervention or protection.

## PLAYTIMES

We expect the same rules to apply throughout the day, including playtimes and lunchtimes, and children to respond to the supervision of support staff. Incidences of inappropriate behaviour will be recorded by support staff as soon as possible after the event and the class teacher/s will be notified. Incidents of a serious nature will be reported to the Deputy Head teacher or the Headteacher (see **Appendix 9**)

## RULES FOR TRANSITIONS AND END OF PLAYTIMES

### St Anselm's Walk

- **St Anselm's Walk** is on the **left side** at all times inside the school building (along corridors and on the stairways.)
- St Anselm's walking is walking tall, walking straight with hands by sides.

### End of play and lunchtime

- A bell will signal the end of play for KS1
- A whistle will signal the end of play for KS2
- At **first bell** or **first whistle** children must stop playing and stand still (**Obey the bell/whistle**)
- On second bell or **second whistle** children walk to their class line and line up in silence. (**Line up in silence**)
- **Teachers** will lead the class lines in single file into the building and back to class in silence (**St Anselm's Walk to class in silence**)

## APPENDICES

1. Suggested Strategy for Resolving Conflict 'The Restorative 5'
2. Circle Time
3. Thinking about my Behaviour

4. Notification to Class Teacher about Playground Behaviour
5. Monitoring of Racial Harassment
6. Support and Rewards to encourage Appropriate Behaviour
7. Inappropriate Behaviour and Consequences
8. Inappropriate Behaviour and Consequences continued

<b>APPENDIX I:                      SUGGESTED STRATEGY FOR RESOLVING CONFLICT – THE RESTORATIVE 5</b>
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**We all listen** with no interruptions, reassured that everyone will have their time to speak.

Children are **encouraged to maintain eye-contact** but we understand that some children may not be able to keep eye contact and may prefer to focus their gaze elsewhere.

We use **restorative questions** to gain an understanding of what happened, find ways to solve the problems and think about ways to stop incidents reoccurring.

1. *What happened and what were you thinking at the time?*
2. *What have you thought since?*
3. *Who has been affected and how has this made them feel?*
4. *What can we do to fix things?*
5. *How can we do things differently in the future?*

We ensure there are **no interruptions or arguments**, turns are taken throughout the **restorative conversation** until everyone has had their time to talk.

The **adult is there to facilitate and support** the restorative conversation, **not as part of the discussion**. The adult makes sure that the turns are taken, and that children consider the questions in an age appropriate manner.

Some children **may not be ready to have a restorative conversation**, the adult can **offer a postponement** and some support if the child is not ready to speak.





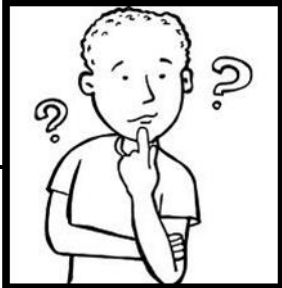
**Rationale**

Circle Time affords the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem and positive behaviour.

**Circle Time aims to develop:**

1. The value and self-confidence of each child.
2. Specific behaviours which show caring and respect towards each other (eg to be kind when others make mistakes).
3. The establishment of classroom routines which are necessary for quality teaching and learning and these routines can be established in an enjoyable and constructive way.
4. A climate of good relationships between teacher and children and child to child.
5. A way of meeting children's needs with regard to improving their behaviour rather than saying "What they deserve is. ..".
6. Talking and listening skills in a way which helps such skills transfer across the Curriculum.
7. A sense of responsibility for one's own behaviour and actions.
8. An environment which is non-threatening where teachers and pupils can express themselves and listen to each other.

**APPENDIX 3: THINKING ABOUT MY BEHAVIOUR (SCAN & UPLOAD TO CPOMS WITHIN 24 HRS)**

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
		<h1>Thinking about my Behaviour</h1>			
<p>1. Think back to what happened. <i>What did I do? What was I thinking at the time?</i></p>		<p>2. What rule was broken? <i>Did I keep myself or others safe and happy?</i></p>			
<p>3. What is my side of the story? <i>How has this affected me or others?</i></p>				<p>4. What can I do to fix things? <i>How can I do things differently in the future?</i></p>	
<p>Notes and comments: Signed:</p>		<p>Sanctions and restorative discussion: Date:</p>			

<b>APPENDIX 4: NOTIFICATION TO CLASS TEACHER ABOUT PLAYGROUND BEHAVIOUR</b>
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**St Anselm's Catholic Primary School**

*Learning and growing together through prayer belief and love*

**Notification to Class Teacher  
Playground Behaviour**

**Date:** \_\_\_\_\_ **Class Teacher:** \_\_\_\_\_ **Class:** \_\_\_\_\_

This is to inform you that \_\_\_\_\_ was seen in the medical room following an incident at **morning / lunch / afternoon** play time today.

Please discuss the incident with her/him and make time for her/him to complete 'Thinking about my Behaviour'.

This should then be retained in the **Behaviour Management File** (Medical Room) with this notification. It may be required for discussion with the Headteacher / Deputy Headteacher / Parents.

Brief Description:

Signed:

**APPENDIX 5:****MONITORING OF RACIAL HARASSMENT**

**Name of child/children involved in racial harassment:**

**Name of child/children being harassed:**

**Date of incident:**

**Incident dealt with by Staff Member (Name):**

**Name of person completing this form:**

**Number and frequency of incidents**

**Type of Incident**

A. Physical abuse:

Jostling

Punching/Kicking

B. Verbal abuse:

Direct

Indirect Comment

C. Incitement to others to carry out (a.-i.)

D. Graffiti

E. Offensive badges.

F. Offensive gestures

G. Offensive materials

H. Refusal to co-operate

I. Abuse of personal property

J. Other

Action taken if any:

This form to be returned to the Headteacher on the day of the incident

<b>APPENDIX 6</b>	<b>SUPPORTING AND REWARDING APPROPRIATE BEHAVIOUR</b>
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For all children our Mission Statement, Golden Rules, Class Charters give pupils clear guidance on appropriate behaviour.

The School Behaviour and Learning Mentor also supports children who experience difficulties with managing their behaviour.

*‘Learning and growing together through prayer, belief and love’*

Appropriate Behaviour (Green)	Rewards (Green)
<b>The Golden Rules</b>	
Be gentle (Do not hurt others)	<b>Praise</b>  <b>Reward Stickers</b>  <b>DoJo points</b>  <b>Golden Time</b>  <b>Achievement Certificates</b>  <b>House Points and House Rewards</b>  <b>Extra Playtime</b>  <b>Playground Champions’ Award Certificate</b>  <b>‘Semper Fidelis’ Award</b>  <b>Teachers’ Individual Reward Systems</b>  <b>Head Teacher’s Recognition Award</b>
Be kind (Do not hurt others’ feelings)	
Be polite (Do not be rude)	
Listen to adults and other children (Do not interrupt)	
Work hard (Do not waste time)	
Look after property (Do not break or waste it)	
Be honest (Do not lie)	
Show respect (Do not be disrespectful)	
<b>Playground and Dining Hall Charters</b>	
Class Charter Alder	
Class Charter Ash	
Class Charter Aspen	
Class Charter Beech	
Class Charter Cedar	
Class Charter Elm	
Class Charter Larch	
Class Charter Maple	
Class Charter Oak	
Class Charter Pine	
Class Charter Poplar	
Class Charter Rowan	
Class Charter Willow	
Class Charter Yew	

**APPENDIX 7:****INAPPROPRIATE BEHAVIOUR AND CONSEQUENCES**

Unfortunately, there are times when children exhibit inappropriate behaviour. The school has consistent practice for dealing with inappropriate behaviour. The School Council and teachers have worked together to identify and categorise the inappropriate behaviours listed below as Minor/Yellow, Major/Orange and Extreme/Red.

BEHAVIOUR	CONSEQUENCE
<b>MINOR YELLOW</b>	<b>YELLOW</b> (Sanctions to be given by Class Teachers)
<p><b>Disobedience</b> – deliberately not doing something you have been asked to do</p> <p><b>Dishonesty</b> such as telling lies, spreading rumours</p> <p><b>Minor disruptive behaviour</b> such as calling out, interrupting or wasting time</p> <p><b>Minor verbal insults</b> or unkind words which hurt the feelings of others including unsporting behaviour</p> <p><b>Taking things that don't belong to you</b> without intending to deprive another person (innocent stealing)</p>	<p>Verbal warnings</p> <p>Losing golden time</p> <p>Missing playtime</p> <p>Lunch time detention</p>
<b>MAJOR ORANGE</b> Repetition of minor incidents and /or:	<b>ORANGE</b> (Sanctions to be given by Class Teachers. Referral to Deputy Head or Head Teacher may be necessary)
<p><b>Being defiant or disrespectful</b> to ANY member of staff by answering back or refusing an instruction</p> <p><b>Stealing</b> from someone to <b>deliberately</b> deprive them of their possession</p> <p><b>Excluding others</b> from games, conversations and activities</p> <p><b>Serious verbal insults</b> such as swearing and name-calling that causes hurt to the feelings of others and affects their emotional wellbeing</p> <p><b>Physical behaviour</b> towards others that causes them harm, makes them unsafe and affects their physical wellbeing</p> <p><b>Damaging property</b> including that of peers and school</p> <p><b>Any behaviour</b> that compromises the learning of other children</p>	<p>Losing golden time</p> <p>Missing playtime</p> <p>Lunch time detention</p> <p>Note in link book</p> <p>Contact with parents</p>
<b>EXTREME RED</b> Repetition of major incidents and /or:	<b>RED</b> (Referral to Deputy Head or Head Teacher)
<p><b>Racist behaviour</b> including discrimination, racist language and behaviour</p> <p><b>Child on Child Bullying:</b> (verbal, physical, emotional, social media) including homophobic, racist and disability driven</p> <p><b>Physical Violence</b> resulting in injury (fighting, spitting, punching) resulting in injury</p> <p><b>Child on Child abuse</b> including sexual, digital and physical harm or harassment</p> <p><b>Exiting</b> without permission so as to compromise one's own health and safety</p> <p><b>Any behaviour</b> that compromises the health and safety of others</p>	<p>Excluded from class outings</p> <p>Contact with parents</p> <p>Internal Exclusion</p> <p>Fixed Term Exclusion</p> <p>Permanent Exclusion</p>

**APPENDIX 8: INAPPROPRIATE BEHAVIOUR AND CONSEQUENCES continued**  
**Playground Sanctions for minor yellow offences linked to Golden Rules**

Golden Rules	Minor Incidents – only if they are Yellow per Behaviour policy – <i>ensure you think it is a minor offence only and that no child is physically harmed or significantly upset.</i> If more any child is hurt or seriously upset – they may be <b>Orange or Red</b> per the St Anselm’s Behaviour policy, then you should escalate/enter into CPOMS
1. Be gentle – <i>do not hurt others</i>	Minor disruptive behaviour Don’t pull hoods or coats or ties or scarfs Don’t hold other children’s around the neck or touch their heads Don’t have play fights or do any martial arts Don’t lift up other children or do leapfrog or wheel barrow races Do not run around or play in a reckless manner e.g kicking football hard into crowd
2. Be kind – <i>do not hurt others feelings</i>	Minor verbal insults Use kind words Don’t use words like loser Don’t tease others Don’t deliberately annoy people
3. Be polite – <i>do not be rude</i>	Minor verbal insults Using words like loser Bragging about winning Arguing in football or 4 Square Insulting others about their performance
Listen to adults and other children – <i>do not interrupt</i>	Disobedience not staying off equipment or in the right area not following instructions not lining up or being quiet in line
4. Work hard	
5. Look after property	Taking things that don’t belong to you Taking other children’s hats, scarfs, clothes, pencils, play equipment
6. Be honest	Dishonesty telling lies and spreading rumours Don’t argue when an adult has seen you do something
Show respect – <i>to adults and other children</i>	Let other children join in your play Do not boss other children around, or make them always have worst roles in play Be fair to all and let all children have turns

**Sanction for minor incidents**

Either give verbal warning first or ask child to stand by the wall “to think” (in silence for 3 or 5 minutes)

- Ensure they know why they are being sent there.
  - Before releasing them ask them to state what they have to remember to do in the future, then let them play again.
- Report to class teacher if you think either child needs further support.  
Repetition of similar behaviours in a single playtime or over a number of days – report on CPOMS.