



**MALTMAN'S GREEN**  
SCHOOL

# Discipline, Behaviour, Rewards and Sanctions Policy

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**This policy also applies to the EYFS**

## Related documents

Safeguarding and Child Protection Policy and Procedures  
Anti-Bullying Policy  
Exclusions Policy  
Equal Opportunities and Anti-Prejudicial Discrimination Policy  
Special Educational Needs and Disability Policy

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## 1 Introduction

This policy has been drawn up with due regard to the DfE's Behaviour and Discipline in Schools (2016) and the Behaviour for Schools Guidance (2022). It should be read in conjunction with the Anti-Bullying Policy and the Exclusions Policy. It also applies to pupils in the EYFS.

Good behaviour in school is central to a good education. Schools need to manage behaviour well so that they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for pupils to achieve personally.

Our intention in setting standards of behaviour and discipline is to enable each pupil to know what is expected in being a thoughtful, responsible member of the community. We do this through the ethos of example and support which encourages and rewards the right choices, rather than using punishment, blame or humiliation, ensuring that girls learn positively from the experience.

It is therefore very important for staff to model the behaviour we expect, by being seen to be inclusive, respectful and thoughtful towards the girls. The Maltman's Mindsets are based on the attitudes and values we wish to engender, rather than on a list of prohibitions and has been formulated through a pupil and staff consultation undertaken by the School Council.

## 2 Aims and Definition of Discipline

Discipline is the system and ethos which aims to cultivate in our pupils an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences. In addition to the Maltman's Mindsets, the School has a set of 'Golden Rules' (see appendix 1) which are displayed in classrooms for all age groups across the School. Teachers regularly refer to these and use them throughout PSHE lessons and other strands of learning. The children's commitment to these rules in Little Malties, Nursery and Reception is evidenced by them marking them with their handprint, at the start of the academic year. Teachers of pupils in Y1-6, also promote the 'Maltman's Green School Code of Good Behaviour' (see appendix 2), which is displayed in classrooms throughout the School. Pupils and their parents sign a copy of this at the start of the academic year in their planners. Together, the Golden Rules and Code of Good Behaviour are based on respecting each other and the environment using a positive discipline approach. All children are treated with respect, and unacceptable behaviour is dealt with according to the specific situation, imposing sanctions if necessary.

**The aims of our system of rewards and sanctions at Maltman's Green School is to:**

- develop self-discipline in pupils;
- create the conditions for an orderly community, in which effective learning can take place and in which there is mutual respect between all members;
- create a happy, safe and stimulating environment;
- enable pupils to develop the social and emotional skills needed to believe in themselves, show consideration for others and value diversity; and
- promote good behaviour, promote kindness and prevent bullying.

Bad behaviour is conduct which is actually or potentially harmful to, or to the detriment of, the individual, the School community or property.

At Maltman's Green the aims mentioned are best achieved in the framework of a relaxed, happy atmosphere, in which pupils are able to give of their best and are encouraged towards good attitudes through rewards, praise and setting a good example.

### 3 Staff/Pupil Relationships

The attitude of *all* the staff is of great importance. It is they who determine the environment in which good staff/pupil relationships can develop. They are expected to set the right example to pupils in matters of dress, punctuality and commitment. They should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them.

Equally, there is an expectation that pupils show the staff respect. Pupils who are found to have made malicious accusations against staff will be subject to a disciplinary process which could range from a meeting with the Headmistress, contact with parents, to temporary or permanent exclusion, depending on the severity of the misdemeanour.

#### **Possible reasons for misbehaviour:**

- boredom,
- lack of understanding,
- lack of progress,
- breakdown of relationships in school,
- personal problems outside school.

At Maltman's Green we recognise the above mentioned reasons for poor behaviour and so provide a curriculum that is inspiring and motivating, both inside and outside of the classroom. Strong links have been developed with both families and the local safeguarding team and pupils are taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the required standard of behaviour. There is an effective Pastoral Support system and individual support plans for girls with specific behavioural difficulties, provided by the Learning Support team. Maltman's Green aims to execute its duties under the Equalities Act 2010 to make adjustments to accommodate pupils with special educational needs and/or disabilities to support them with their behaviour. If any reasonable adjustments for an individual child are deemed necessary, this is explored on an individual basis and discussed and agreed with parents and our SENCO during either the initial drawing up of a pupil plan, the annual review or as and when incidents of misbehaviour occurs. Maltman's Green School clearly and explicitly forbids the expression, whether spoken or written, of discrimination on the grounds of racial, religious, cultural, sexual/sexist, homophobic, special educational needs and disability.

In the case of bullying, please refer to the School's Anti-Bullying Policy.

### 4 Implementing the Behaviour Code

Pupils are more likely to accept a school's code of behaviour:

- if it is clearly understood,
- if it is consistently applied, and
- if it is shown to be reasonable, sensible and effective.

There must be consistency of attitude and expectation from the Staff who should accept the rules and be aware of the need for standardised implementation.

Due consideration will always be given to an individual's personal circumstances and reasonable adjustments by way of additional support, will be made to accommodate any special emotional needs, educational needs or disability.

Guidance on discipline at Maltman's Green is given very much with the children's safety and health in mind. The School site is large and in order to ensure that accidents are minimised and that the facilities are cared for, basic restrictions are imposed regarding movement around the School.

There may be written or verbal guidelines, frequently and consistently reinforced, on how to behave in the School and in the grounds in such a way that they will not endanger their own or another person's safety. These are stressed to the girls in Morning Assembly and communicated to the parents.

All children are expected to act with thought and consideration for others. A good standard of manners and personal appearance are encouraged as a reflection of self-pride and respect for others.

### **The Maltman's Mindsets;**

- Perseverance
- Collaboration
- Independence
- Empathy
- Reflection
- Respect

Staff and pupils are encouraged to apply these mind-sets, together with the Golden Rules and Maltman's Guide to Good Behaviour, to a variety of situations in order to create a successful learning environment. For example, if a pupil talks over a member of staff during a lesson, they will be reminded about being "Respectful" rather than being commanded to "stop talking". If a girl shows unkindness to another, they will be reminded to carry out a moment of "Reflection" and to show "Empathy" with the aim that this nurtures pupils developing the correct behaviour.

This approach helps promote positive behaviour and will be stressed to the girls in assemblies, tutor time, and in lessons.

Other areas of the School may have rules specific to them for the health and safety of the girls. These will be displayed in the area where they apply, for example in the Science Laboratory or Dining Room.

The Form Teacher is the front-line member of staff who has responsibility for the pastoral care of pupils. Form Teachers sort out immediate problems the girls may have with regard to the School day. In addition, there are some extended form times and a dedicated weekly PSHE lesson which can be used for more directed attention to either individuals or the class as a whole.

Parents should contact the class/ form teacher in the first instance regarding routine matters and any concerns they may have.

In Pre-Prep (Little Malties to Year 2 inclusive) pastoral care is overseen and managed by the Head of Pre-prep. In Prep (Years 3-6) the Heads of Years 3 and 4 and Years 5 and 6 share this role, overseen by the Deputy Head Pastoral.

The School has high expectations and standards and drives the child centred ethos at Maltman's Green. It applies to all pupils in school, on educational visits and when representing the School. We expect pupils, staff, parents and governors to work together to achieve the highest standards of behaviour.

## 5 The Role of Staff

All members of staff coming into contact with the girls work closely with the Form Teacher in matters of discipline, rewards and sanctions.

Any inappropriate or unacceptable behaviour is dealt with immediately by the member of staff who witnesses it, by speaking to the individual pupil. Any major or unusual breaches of discipline should be referred directly to Phase Leaders, or the Deputy Head.

All safeguarding concerns should be reported in the first instance to the relevant Designated Person as detailed below.

### **Our safeguarding team is:**

#### **Designated Safeguarding Lead (DSL):**

Name: Rachel Gaynor

#### **Deputy Designated Safeguarding Lead (DDSL), with responsibility for Early Years:**

Name: Lynn Pearce

#### **Deputy Designated Safeguarding Lead (DDSL), with responsibility for Little Malties:**

Name: Debbie Thompson (maternity cover for Abby Smith)

#### **Deputy Designated Safeguarding Lead (DDSL) for KS1:**

Name: Emma Button

#### **Deputy Designated Safeguarding Lead (DDSL) for KS2:**

Name: Katy Sargeant

#### **Deputy Designated Safeguarding Lead (DDSL) for KS2:**

Name: Geoffrey Aylett

#### **Safeguarding Governor:**

Name: Debbie Starrs

## 6 Procedures

### **6.1 Rewards**

In any disciplinary system the emphasis should always be on a positive approach of encouragement and praise, rather than one of criticism and punishment. In any case, criticism should always include advice on how to improve and should be constructive in its approach.

## **Praise is given in many ways at Maltman's Green:**

- Verbal praise from any member of the School staff.
- Written comments on individual pieces of work.
- Headmistress' Commendation.
- Malty's Favourite award.
- Head's Break: A child from each class on a rotation basis is chosen to share their outstanding work with the Headmistress during her morning break. The children are invited to the Headmistress' office for refreshments and a chance to talk about the wonderful work they are doing in class. They will also receive a sticker to mark the occasion.
- Announcements in assemblies which celebrate success and achievements in and out of school such as in local and national competitions.
- Thumbs-up Badges, Class Termly Kindness Cups, Star Badges, Accelerated Reader certificates, the Maltman's Maths Multiplier certificates and other awards formally presented at assembly.
- Golden Time: Each week, children across Nursery –Year 2 inclusive have at least 35 minutes of allocated 'Golden Time'.
- Pupil Leadership Roles: Children across a range of age groups are chosen to provide leadership role models, demonstrate good behaviour and carry out duties across the School. These roles include Head and Deputy Heads of School, House Captains, Form Captains, Librarians, Prefects, Sports Captains, Digital Leaders and School Council and Eco Council Representatives.
- Postcards Home: The Heads of Subjects coordinate postcards being sent home to girls for excellent work and outstanding effort in their subject areas, with a personalised message to the pupil praising her success.
- On school reports for academic achievement, effort and progress, or perseverance and attitude.
- Annual Prize Giving awards.
- Formal recognition in the Head's weekly bulletin message.
- Newsletters and local newspaper articles.
- A system of pluses in the Prep School to acknowledge good work, conduct, effort, citizenship or care for the environment, and following the Maltman's Mindsets and Guide to Good Behaviour (see below).
- The star and House system in the Pre-Prep (see below).

### *6.1.1 House points in The Pre-Prep for Reception to Year 2 inclusive*

When girls join the Pre-Prep school from Reception, they are assigned to one of four Houses. These are named after women in history who have had a significant impact on society and who, for different reasons, can be considered significant role models for the girls. Each House has been allocated a colour:

- **Potter**            Orange
- **Ennis-Hill**      Pink
- **Sharman**        Aqua
- **Windsor**        Purple

House points can be awarded in class for excellent effort, work and conduct that meets or exceeds The Golden Rules. Girls are awarded a token when given a House point and these are added to a running total for each House. Tokens are placed in a class holder and each week are added to the main holder. At the end of each term



the tokens are added for each House and a trophy is awarded to the House with the most tokens.

There are special gold tokens (worth 10 House points) that can only be awarded by the Headmistress and Deputies for outstanding work or behaviour.

As well as the House tokens, each girl is given a star sticker to place on their own chart. After completing a chart the girl will receive their star certificate and badge. Girls receive their star award when they have gained the following number of House points:

- 25 House points = 1 star award
- 50 House points = 2 star award
- 75x House points = 3 star award

### 6.1.2 *Pluses in the Prep School (Years 3-6)*

When girls join the prep school from Year 3, they are assigned to a new House.

There are four different Houses. These are also named after women in history who have had a significant impact on society and who, for different reasons, can be considered significant role models for the girls. Each House is again allocated a colour and has an appropriately coloured notice board for House Information, outside the Dining Room. The Houses are:

- **Aylward**      Blue
- **Bronte**        Red
- **Johnson**     Yellow
- **Pankhurst**    Green

Girls can gain 'pluses' for their House and the practice of staff giving these are all part of our daily approach to promoting positive behaviour and celebrating success. Girls who contribute positively to the School are rewarded and their efforts can be appreciated, not just for academic success. This encourages a sense of community.

Pluses can be given for a variety of different reasons. They may be awarded for an exceptional piece of work or behaviour or work over a sustained period of time, but also for going beyond our Golden Rules and Guide to good Behaviour or for demonstrating the Maltman's Mindsets and other important values: All pluses are equal in value and contribute to the individual girl's House.

**Perseverance:**

Given for working hard, even when a task is challenging.  
Given for willingness to improve a piece of work or task.

**Collaboration:**

Given for working well in a group, and playing a useful role.  
Given for listening to others, including and building on their ideas.

**Empathy:**

Given for putting yourself in other people's shoes, and understanding how they are feeling.

**Independence:**

Given for working well on your own.

Given for being organised, resourceful and planning ahead.  
Given for setting yourself goals and deciding on how to achieve them.

**Respect:**

Given for treating people well, even if they are different from you, or disagree with you.

**Reflection:**

Given for thinking about what went well, what you could improve on and what this means for you in the future.

**Citizenship:**

Given for an exceptional act for the good of the School community.  
Given for an exceptional act for the good of the wider community.  
Given for sustained commitment to a position of responsibility.

**Sustainability:**

Given for an act of commitment to sustainability.  
Given for sustained commitment to improving the environment.

**Friendliness:**

Given for being friendly, kind and considerate, especially with a wide group of other pupils.

All pluses are equal in value. Similar to the star system operating in the pre-prep, at the start of each academic year, the girls start at zero at the beginning of the academic year. Pluses gained are added to a running total for each House as well as accumulate for individual girls over the course of the academic year. Girls receive their star badges when they have gained the following number of pluses:

- 25 – Bronze (1 Star)
- 75 – Silver (2 Stars)
- 150 – Gold (3 Stars)
- 250 – Purple (4 Stars)

When the girls reach 250 pluses they receive a Certificate to be presented in assembly.

## 7 Managing Behaviour

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response to the behaviour. An effective way to communicate this is at the weekly school staff meetings. The key professional in this communication process is the class teacher or form teacher, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to a Phase Leader, so that strategies can be discussed and agreed before more formal steps are required. The following outline a range of strategies in use in school to promote desirable behaviour:

- changes in classroom organisation, seating, etc;
- using additional classroom resources and equipment;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;

- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- referral to CAMHS and/or educational psychology services;
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour; and
- behaviour log – monitoring patterns of behaviour and effective strategies to support individuals.

The teacher generally deals with minor incidences of unacceptable behaviour in a caring, supportive and fair manner. A girl's individual needs will always be considered carefully. However, if there is an occurrence of unacceptable behaviour, it will be discussed to ensure the child understands the boundaries and what is expected of them.

We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding and Child Protection Policy and Procedures and refer the conduct to the DSL for advice and support before determining any sanction. We also consider whether continuing disruptive behaviour might be the result of unmet educational or other need. At this point, we will consider whether a multi-agency assessment is necessary.

Adults make it clear that the issue is with the child's unacceptable behaviour, not with the child personally. They use private, not public, reprimands, so that if a sanction is applied the child can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.

Parents will be involved at the earliest stage if problems are persistent or recurring.

It is acceptable to restrain a child if they are a danger to themselves or others.

Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Sanctions for minor incidences of unacceptable behaviour may include the following:

- Verbal warnings from the teacher when appropriate behaviour is not being demonstrated.
- Spending some time in a parallel class to complete work set.
- In Reception to Year 2: withdrawal of some Golden Time, but the child should never lose this completely.
- Loss of some break time to complete work, but the child should never lose this completely.
- Referral to a member of the Leadership Team to discuss the unacceptable behaviour with the pupil concerned.
- Discussion with the parents/carers – either informally at collection time or at a pre-arranged meeting. These meetings would initially be with the class/form teacher and then with the phase leader and a member of the Senior Leadership Team at a later point if required.
- Individually created behaviour charts which are used on a daily basis as a way of communicating between home and school. These are monitored by the class/ form teacher and a member of the Leadership Team and discussed with parents/carers on a daily basis. In situations of persistent and ongoing unacceptable behaviour a member of the Leadership Team would meet with parents to discuss options.

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images, and
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

For further information, please refer to [Searching, screening and confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) and [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## 7.1 Behaviour Marks in Years 4-6

'Behaviour Marks' may be given for more serious incidences of unacceptable behaviour in Years 4-6.

Non completion of homework without a valid excuse may be an occasion which can result in a behaviour mark (although not exclusively so). This will be enforced from the start of the spring term of Year 4.

In this case, teachers give a warning and further 48 hours to complete homework. Teachers then write in the pupil's prep diary. Further non-completion of homework without a valid excuse means a 'mark' is to be given and recorded on the behaviour log held electronically in the staff shared area as described above.

If three Behaviour Marks are given in any half-term period, this will result in a 30 minute detention with the Headmistress/Deputy Head Pastoral or Academic. Parents will be notified by a letter sent home. Detailed accounts of poor behaviour will be recorded electronically on the Behaviour Log and a member of the Leadership Team notified in order for patterns to be identified and support systems put in place.

Other sanctions that could be applied in exceptional circumstances and are administered by a member of the Senior Leadership team include:

- Temporary use of a 'conduct card' overseen by the form teacher. Targets are very specific and phrased with an emphasis on the 'positive'. The conduct card is reviewed on a daily basis by a member of the SLT. The 'conduct card' is kept in the pupil's file when it is completed.
- Removal from sports team/orchestra/performance/position of responsibility.
- Referral to the Headmistress.

- Headmistress's/Deputy Head's detention on a specific morning at specific time. Parents are to be informed in writing that their daughter is in detention, clearly stating the reasons. Parents will be informed on the letter of the arrangements for drop off. They will be given at least 24 hours' notice. The letter will be placed on file as a record.
- Internal suspension / suspension / expulsion – see section below.

It should be noted that, in most cases, the School's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, such as but not limited to physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, verbal abuse and persistent disruptive behaviour in class the Headmistress reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

## 7.2 Suspension and Exclusion

The Headmistress reserves the right to suspend and expel pupils from the School. Suspension and expulsion will be dealt with in accordance with our Exclusions Policy.

### **The following principles will be applied when looking into any unacceptable behaviour;**

- Every case will be investigated and dealt with according to individual circumstances.
- Every case will be dealt with fairly, and action recorded on the Behaviour Log (as soon as is reasonably practicable).
- When appropriate, the member of staff dealing with the unacceptable behaviour will feedback to the pupil's class teacher/form teacher as well as recording any actions taken on the Behaviour Log.
- Any action taken must be proportionate. (In determining whether an action is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstance and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them) .
- Through its action the School hopes to bring about improvement in behaviour. Discretion will be applied to each case in the hope of effecting change.
- The School accepts that the mental health of some pupils is affected from time to time by their personal circumstances and during times of stress allowance will be given in mitigation. The School must be alert to such instances.
- We can do much to foster the emotional well-being of our pupils, and to be of immediate and practical help to them when problems arise.

*(The World Health Organisation defines mental health as "a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." When children don't feel good about themselves, don't enjoy relationships, don't learn confidently and overcome difficulties; when they are overwhelmed by misery, anger or fear then problems arise.*

YoungMinds: the children's mental health charity.)

- Girls and their parents will be given reasonable explanations when they behave in a way that is not appropriate.

- The response made by a member of staff to a particular situation should reflect the nature and seriousness of the circumstances surrounding the situation. Equally, knowledge of the pupil will help to determine the outcome.
- Praise and encouragement is of greater value than outrage and disapproval.
- Children should not be shouted at or spoken to in such a way that they feel intimidated or humiliated.
- The member of staff dealing with an incident should always demonstrate calm and control. Where possible, actions should be implemented on a 'one to one' level.
- Staff should avoid 'whole class' sanctions.

## 8 Allegations of Abuse against Teachers and Other Staff

Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedures. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

## 9 Complaints Procedure

If a parent/carer is not happy with the way that they or their child has been treated by any member of staff they should consider raising a concern informally in the first instance with the Headmistress. They may find it helpful to refer to our Complaints Procedure for Parents for guidance (available via the School website).

The Complaints procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with the Form Teacher or member of the Leadership Team so that we can continuously improve the quality of education at our school. If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer to the Exclusions Policy.

## 10 Recording and documentation

All formal meetings and telephone conversations with parents are recorded and a copy given to the Headmistress.

Copies of all documentation relating to any discipline or behavioural matters are kept in the pupil's school file and incidents recorded on the School's Behaviour Log. Behaviour where physical restraint has been required, is recorded in the School's Physical Intervention Log.

The Headmistress is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

The Headmistress reports on behaviour and bullying at governance meetings. This forms part of the Governing Body's role in the monitoring and evaluation of the School's systems and procedures.

## 11 Related Policies

- Safeguarding and Child Protection Policy and Procedures
- Anti-Bullying Policy

- Exclusions Policy
- Equal Opportunities and Anti-Prejudicial Discrimination Policy
- Special Educational Needs and Disability Policy

## 12 Appendix 1: Golden Rules

*These rules are displayed throughout the School. All girls from Nursery to Year 6 are expected to know them and act accordingly.*

- Always treat everyone with respect
- Always listen to other people
- Always be kind and polite
- Always encourage others
- Always look after your own and other people's property
- Always treat others as you would like to be treated
- Always try your best



## 13 Appendix 2: The Maltman's Green Code for Good Behaviour

*We have a code of behaviour at Maltman's Green because we want our school to be a safe, happy place for everyone, so that we can all do our best at work and play.*

We can help everyone feel safe and happy by showing respect for one another.

### **This means:**

- being kind and considerate
- listening to each other
- helping others
- sharing with others
- being polite and show good manners

### **We can help other children feel happy and safe at playtime if we:**

- include everyone who wishes to join in our games
- stay within sight of the teacher
- use kind words
- take turns with our games
- ask other girls if they would like to play

### **To keep safe indoors we should:**

- always walk – especially on the stairs
- stay in our line when moving about the School
- use indoor voices
- respect other people's personal space

### **To try to sort out problems we should:**

- be prepared to say "sorry"
- consider other people's feelings and opinions
- remember to be kind
- ask an adult for advice if necessary

### **We can all work at our best if we:**

- accept responsibility for our actions
- try to always do our best and persevere
- listen to the teacher's instructions
- learn from our mistakes

### **If we do not keep to this code, we may have to:**

- stay with a teacher during play time
- miss a fun activity
- write a letter of apology
- Speak to Mrs Gaynor or Mrs Walker
- explain what happened to our parents

I have read this guide to good behaviour with my parents.  
I agree to follow the code at all times.

Signed .....

Parent's signature .....

Date .....