

Behaviour and Discipline Policy (9a)

Grange Park Prep School (Whole school including EYFS)

April 2026



Member of staff responsible: Gavin Biston

Head: Gavin Biston

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1. Aims and Expectations

- 1.1. 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.
- 1.2. We are a caring community, whose values are built on mutual trust, respect for all and transparency.
- 1.3. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.
- 1.4. It aims to promote an environment where everyone feels happy, safe, secure and where good behaviour is promoted.
- 1.5. Rather than a series of rules, Grange Park Prep School has a Pupil Code of Conduct which sets out the standards expected. It is printed in the School homework Diaries, signed by each child and displayed in the classrooms.
- 1.6. Our behaviour policy is not primarily concerned with rule enforcement, but with promoting good behaviour.
- 1.7. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- 1.8. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.9. The school expects every member of the school community to treat one another with dignity, kindness and respect.
- 1.10. Good behaviour is central to a good education.
- 1.11. We treat all pupils fairly and apply this behaviour policy in a consistent way.
- 1.12. This policy aims to help pupils grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community.
- 1.13. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.
- 1.14. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.15. Assemblies provide an important forum for reinforcing values and celebrating achievement. They also allow for a school wide approach to looking at how our school community works together.
- 1.16. Our weekly 'Celebration Assembly' commends the achievements of our pupils both in and out of school, where certificates, badges and other rewards are presented.

2. Going for Gold

- 2.1. Each class displays a chart made up of gold, silver, green, yellow, and red card on their wall.
- 2.2. The pupils always start the day on the green panel.
- 2.3. If the pupil's behaviour is positive the pupil's icon will be moved up the chart to silver and so on.
- 2.4. At the end of the day if an EYFS pupil is on silver or gold they will receive the corresponding colour star sticker, Pre-Prep and Prep pupils will receive one house point for silver and two for gold.
- 2.5. A pupil will only achieve gold with the consent of the class teacher.

- 2.6. At the end of each day, the pupils' names will be reset on green.
- 2.7. If, however a pupil's behaviour is not in line with the class charter, they will be given a verbal warning.
- 2.8. If the behaviour continues, then they will be placed on yellow and then onto red.
- 2.9. Pupils on red in EYFS will be given thinking time, whereas Pre-Prep pupils will have 5 minutes withdrawn from Golden Time.
- 2.10. Prep pupils will miss the next break time, be it that day or the next, with timeout through 'reflection'.
- 2.11. Pupils who find themselves on red do have the opportunity to move back up the chart that day, however the sanction for the next break time remains regardless.
- 2.12. Continued poor behaviour will result in a Learning Conversation with parents initially from the class teacher and followed up by a member of SLT where/ when necessary.
- 2.13. Pupil behaviour is also discussed at the start of the school year at the main staff meeting with all staff as well as at the Monday staff briefing, as a means to give information to all staff.
- 2.14. Pupils will be reminded about good behaviour at the start of the year as they create their class charter and then on a regular basis through the assembly programme.
- 2.15. In the Prep Department, following a pupil survey, there was a request to provide clarity regarding the reasons why pupils were being moved down the behaviour chart. In response to this, the following wording was added to the behaviour chart to assist pupils in making the right choice, given the situation that they find themselves in:

Role model	Great choices	Ready to learn	Make a change	Think about it
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3. Remote or Online Working

- 3.1. There may be times or occasions when pupils may need to work online or remotely.
- 3.2. The school has set out a system for the pupils to use Google Classroom for such times or circumstances.
- 3.3. The pupils will have received training in the safe use of this portal and the expectations we have as they work.
- 3.4. Part of the portal is for communication. Whilst we would advocate only using this for communication with school staff, for pastoral or academic support or in a supervised discussion group, we are aware that the system does allow for pupils to communicate with other peers when the teacher is not present or online.
- 3.5. Pupils will be reminded that conversations should not take place on matters other than school related and that, if the school finds conversation trails that are inappropriate in nature, the pupil will face behavioural sanctions.
- 3.6. 'Meet' will be treated in the same way as a face-to-face conversation.

- 3.7. We do not tolerate conversations of a derogatory nature, including racial, gender, ethic, unkind or inequality comments and would treat any such conversations or posts as serious.
- 3.8. The class teacher will refer these to a senior member of staff.
- 3.9. In a period where we cannot put some sanctions in place due to the closure of on-site working, the SLT will put in place a sanction that they feel is appropriate at the time.
- 3.10. Should behaviours be deemed unacceptable, the parent of the child will be contacted immediately (This is cross referenced to the E-Safety Policy).

4. Rewards

- 4.1. Pupils are rewarded when they meet or exceed expectations. This is not exclusive to the work they produce in class but can be for:

4.1.1. Pre-Prep:

- 4.1.1.1. Kindness
- 4.1.1.2. Good manners
- 4.1.1.3. Honesty
- 4.1.1.4. Persistent good behaviour
- 4.1.1.5. Caring for each other
- 4.1.1.6. Good effort
- 4.1.1.7. Good work
- 4.1.1.8. Listening
- 4.1.1.9. Following their class charter
- 4.1.1.10. Personal development (learning to tuck my shirt in)
- 4.1.1.11. Tidy working environment
- 4.1.1.12. Walking carefully on stairs and when changing learning environment

4.1.2. Prep:

- 4.1.2.1. Kindness
- 4.1.2.2. Good manners
- 4.1.2.3. Honesty
- 4.1.2.4. Take responsibility for their actions
- 4.1.2.5. Persistent good behaviour
- 4.1.2.6. Respect for each other
- 4.1.2.7. Good effort
- 4.1.2.8. Good work
- 4.1.2.9. Listening
- 4.1.2.10. Following their class charter
- 4.1.2.11. Tidy working environment
- 4.1.2.12. Personal development and keeping themselves smart (learning to tuck my shirt in)
- 4.1.2.13. Walking carefully on stairs and when changing learning environment

4.1.3. *This is a list highlights examples and is not exhaustive.*

- 4.2. We praise and reward pupils for good behaviour in a variety of ways:

- 4.2.1. Staff praise pupils.
- 4.2.2. Each week, we nominate pupils from each class to receive an award for demonstrating school values in our 'Celebration Assembly'.

- 4.2.3. We distribute 'star in a jar' and stickers to pupils in Nursery, and house points to pupils from Reception to Year 6 for good work and good behaviour, and to acknowledge outstanding effort or acts of kindness in school.
- 4.2.4. Commendation certificates are given to pupils in 'Celebration Assembly' for excellent work or behaviour.
- 4.2.5. School postcards can be sent home to inform parents of good behaviour.
- 4.2.6. "Going for Gold" class charts.
- 4.2.7. Golden Time is awarded each week with the aim of each child in Reception to Year 2 keeping all their Golden Time, being the incentive for good behaviour.
- 4.3. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e., by avoiding sarcasm or words that might humiliate the child.
- 4.4. Unacceptable behaviour is:
 - 4.4.1. that which can damage/hurt (in any way) a person or their property;
 - 4.4.2. that which is offensive or inconsiderate.
 - 4.4.3. that which interferes with the rights of teachers to teach and children to learn.
- 5. Banned Items**
 - 5.1. There are some items that the school discourages pupils from bringing to school. This is mainly due to pupils being upset if their item is swapped with another and they change their mind.
 - 5.2. These items are discussed with the pupils in class and an example would be Lego, Pokémon, or other collectable cards (unless for the arranged club).
 - 5.3. Sensory fidget toys are discouraged unless the Inclusion Lead has suggested it would be helpful in class.
- 6. Screening, Searching and Confiscation**
 - 6.1. School staff can search a pupil for any item banned under the school rules if the pupil agrees.
 - 6.2. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items.
 - 6.3. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
 - 6.4. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.
 - 6.5. Any and all searches will be conducted in such a manner as to minimise embarrassment or distress.
 - 6.6. For further guidance staff should refer to Screening, Searching & Confiscation: Advice for Head Teachers, Staff & Governing Bodies (DFE 2018)
- 7. School Visits**
 - 7.1. For health and safety reasons, a child may not be allowed to participate in a school visit if their behaviour is considered a threat to themselves or others.
 - 7.2. If there was a concern of this nature, parents would be informed well in advance of the visit taking place with a view to resolving the behavioural problem.
 - 7.3. Occasionally, it may be deemed necessary to undertake a risk assessment in order to decide whether a child participates in a school trip/activity.
- 8. Behaviour Outside of School Premises**

8.1. The school can sanction a pupil for misbehaviours outside of school in reasonable circumstances this could include:

- 8.1.1. Online conduct
- 8.1.2. When wearing school uniform
- 8.1.3. When travelling to or from school
- 8.1.4. Affecting the orderly running of the school
- 8.1.5. Affecting the reputation of the school
- 8.1.6. Posing a threat to another pupil
- 8.1.7. When taking part in any school organised or school related activity

9. Support for Pupils

- 9.1. The School uses various support systems to help pupils who are struggling to conform.
- 9.2. These include behaviour diaries, behaviour plans, report cards, mentoring, regular review meetings and other systems that are devised with the family.
- 9.3. In the Upper School, the "Regulation cards" card was adopted to encourage pupils to self-regulate their behaviour.
- 9.4. In Years 3 & 4, under the guidance of the class teacher, if a pupil is showing distressed behaviour, or if having been moved to Yellow on the behaviour chart, they are in a risk of moving to red, they can have some time out.
- 9.5. Pupils will take the card and go out of the classroom with the additional adult and for 2 minutes, use the strategies on the reverse of the card to calm down and then re-engage with the lesson.
- 9.6. In Years 5 & 6, pupils will be encouraged to identify their own need to use the card and will go to a designated space outside of the classroom to use the calming strategies.
- 9.7. As previously mentioned, this card will be used if the pupil feels distressed or they are on yellow and need to calm down and re-engage with the lesson. Administering this card will follow a 3-2-1 process: 1 pupil at a time, a pupil may use the card 2 times in a day and no more than 3 days in a week.
- 9.8. Example of the Regulation Card and calming methods can be found in Appendix iii

10. Sanctions

- 10.1. The school acknowledges all the efforts and achievements of pupils, both in and out of school.
- 10.2. Assemblies celebrate pupils' achievements out of school, for example, music or swimming certificates.
- 10.3. The school employs a number of sanctions to enforce the school code of conduct, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:
 - 10.3.1. We expect pupils to listen to instructions in lessons. If they do not do so, we may ask them to move nearer the teacher.
 - 10.3.2. We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task.
 - 10.3.3. We expect all pupils to adhere to the Pupils' Code of Conduct. This code is signed by pupils in the Prep Department and is visible in their prep journal (see Appendix ii).

- 10.3.4. The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part (as appropriate).
- 10.3.5. If a pupil threatens, hurts or bullies another pupil, the class teacher records the incident (On MyConcern) and the pupil has sanctions put in place.
- 10.3.6. If a pupil repeatedly acts in a way that disrupts or upsets others, the school contacts the pupil's parents and seeks an appointment to discuss the situation, with a view to improving the behaviour of the pupil.
- 10.3.7. If a pupil in Year 1 or Year 2 does not behave in line with the class charter or hasn't tried their best, they may lose Golden Time.
- 10.3.8. If a pupil in the Upper School appears on the red area of the "Going for Gold" chart, they will spend the next morning break in "Reflection" in the Practical room.
- 10.3.9. Pupils in Early Years have thinking time if they struggle to behave, in line with their class charter or expectations.
- 10.4. Examples of behaviour that could foster a discussion with the pupil or parents are:
 - 10.4.1. Dishonesty
 - 10.4.2. Cheating
 - 10.4.3. Disruptions in class
 - 10.4.4. Answering back
 - 10.4.5. Running around the school site
 - 10.4.6. Being disrespectful to others
 - 10.4.7. Inappropriate language
 - 10.4.8. Late Prep without explanation
 - 10.4.9. Unfinished class tasks
 - 10.4.10. Abusing school or personal property
 - 10.4.11. Poor state of dress
 - 10.4.12. Being physical towards others
- 10.5. *This is a list of examples but is not exhaustive.*
- 10.6. If a child receives a Stage 2 or 3 sanction, then in subsequent school years the SLT could decide to commence sanctions from Stage 2 or 3 (Please refer to Appendix i for the Stages).
- 10.7. The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own class charter, which is agreed by the pupils and displayed on the wall of the classroom.
- 10.8. In this way, every pupil in the school knows the standard of behaviour that we expect in our school.
- 10.9. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during class/form time.
- 10.10. Pupil behaviour is also discussed in PHSEE lessons and as part of The Rights Respecting Schools.
- 10.11. To restore positive behaviour, some children may have behaviour charts or books.
- 10.12. These are reviewed by the Mr Pitchford/ Mrs Madden.
- 10.13. The school does not tolerate bullying of any kind.

- 10.14. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- 10.15. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear.
- 10.16. Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself.
- 10.17. The actions that we take are in line with government guidelines on the restraint of pupils.

11. The Role of the Class Teacher

- 11.1. It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 11.2. The class teachers in our school develop a calm and safe environment where boundaries are clear and modelling of expected behaviours is evident around the school site.
- 11.3. The class teacher treats each pupil fairly and enforces the pupil and classroom code consistently. The teachers treat all pupils in their classes with respect and understanding.
- 11.4. If a pupil misbehaves repeatedly in class, in the first instance the class teacher deals with incidents him/herself in the normal manner.
- 11.5. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT, Deputy Head or the Head Teacher.
- 11.6. The class teacher liaises with the Inclusion Lead, Deputy Head and SLT, as necessary, to support and guide the progress of each pupil.
- 11.7. The class teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy.
- 11.8. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.
- 11.9. This will be recorded on the shared drive and behaviour log or MyConcern.

12. The Role of SLT

- 12.1. The SLT will become involved once the class behaviour management procedures have failed.
- 12.2. Continual escalated behaviour or persistent visits to red on the behaviour chart, will result in 10 minutes of reflection time at lunchtime with a member of SLT and, in addition, a telephone call to the parents will take place.
- 12.3. Where a pupil is presenting persistent significant behavioural difficulties, a behaviour Individual Outcome Plan (IOP) to bring about improvements will be written.
- 12.4. Relevant staff, agencies and parents will be involved in the writing of the IOP and behavioural/social targets will be set.
- 12.5. These will be communicated to the pupil, their parents, relevant staff and any outside agencies involved with the pupil.
- 12.6. These targets should be specific, achievable by the pupil and for a timed period.

- 12.7. To protect all vulnerable parties, the Class/Form Teacher should be involved in the initial stages to ensure the pupil fully understands the implication of the situation.
- 12.8. All meetings must be minuted.
- 12.9. If a pupil's behaviour gives cause for serious concern, we can give additional support in school to try to put it right. We can seek the assistance of an Educational Psychologist, social worker or other relevant agencies.
- 12.10. At Grange Park Prep we are keen to ensure that we do not discriminate through application of the Behaviour Policy against pupils whose apparent behaviour may be a function of their SEND, disability, racial and or cultural background.

13. The Role of the Head Teacher

- 13.1. It is the responsibility of the Head Teacher, 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.
- 13.2. It is also the responsibility of the Head Teacher to ensure the health, safety, and welfare of all pupils in the school.
- 13.3. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 13.4. New staff will have training on the school expectations of pupil behaviour during staff induction.
- 13.5. The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- 13.6. The Head Teacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misconduct.
- 13.7. For repeated or very serious acts of misconduct, the Head Teacher may permanently exclude a pupil.
- 13.8. These actions are taken only after the school Governors have been notified.

14. The Role of Parents

- 14.1. The school collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at school.
- 14.2. We explain our expectations for behaviour in the initial parent email and we expect parents to read and support the outlined expectations.
- 14.3. We expect parents to support their child's learning and to co-operate with the school.
- 14.4. 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.
- 14.5. If the school has to use reasonable sanctions to encourage good behaviour, we expect parents to support the actions of the school.
- 14.6. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher.
- 14.7. If the concern remains, they should contact the Head Teacher.
- 14.8. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

15. Early Years

- 15.1. Promoting positive behaviour in our young pupils is very important and we promote this by:
 - 15.1.1. Building the children's self esteem
 - 15.1.2. Ensuring the child feels valued.
 - 15.1.3. Giving lots of praise for good behaviour
 - 15.1.4. Listening to what the children say
 - 15.1.5. Using stickers and stars
 - 15.1.6. Verbal feedback to parents at the end of the day

16. Fixed Term and Permanent Exclusions

- 16.1. We do not wish to exclude any pupil from school, but sometimes this may be necessary.
- 16.2. Only the Head Teacher has the power to exclude a pupil from school.
- 16.3. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.
- 16.4. In extreme and exceptional circumstances, the Head Teacher may exclude a pupil permanently.
- 16.5. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.
- 16.6. If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion.
- 16.7. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governors.
- 16.8. The school informs the parents how to make any such appeal.
- 16.9. The Governors convene an Appeals Panel which is made up of between three and five members.
- 16.10. The Appeals Panel considers any exclusion appeals on behalf of the Governors.
- 16.11. When an Appeals Panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.
- 16.12. If the Governors' Appeal Panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

17. Corporal Punishment

- 17.1. Corporal punishment is prohibited in all schools and nurseries and is a criminal offence.
- 17.2. In no circumstances should physical chastisement or corporal punishment be used in any part of the school, including EYFS.
- 17.3. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors.
- 17.4. The Governors and Head Teacher cannot support staff who use physical punishment in school.

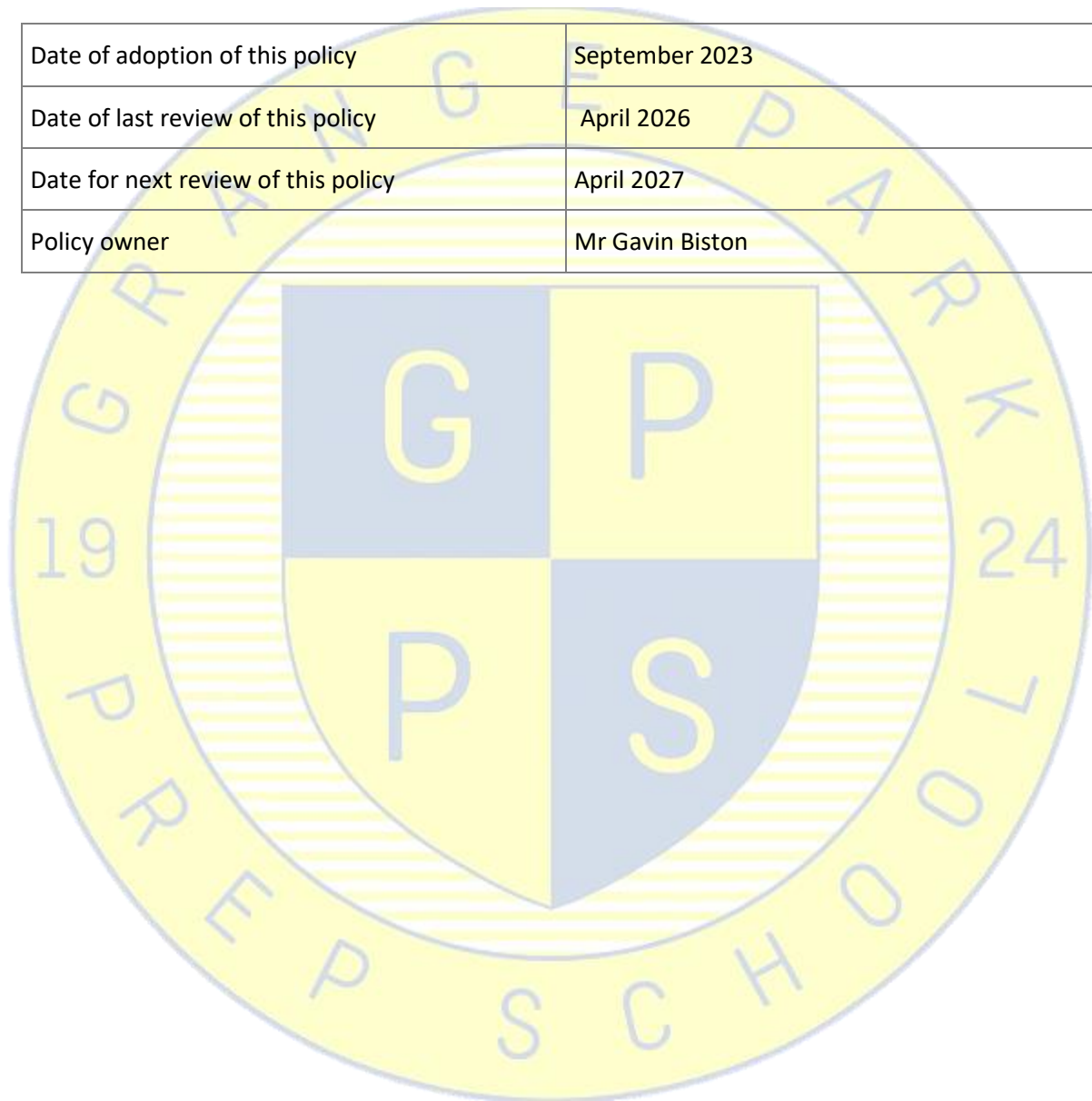
18. Monitoring and Review

- 18.1. The Head Teacher monitors the effectiveness of this policy on a regular basis.
- 18.2. The school keeps a variety of records concerning incidents of misbehaviour.
- 18.3. The class teacher records minor classroom incidents.

- 18.4. We also keep a record of any incidents that occur at break or lunchtimes.
- 18.5. Serious incidents and where parents have been contacted will be recorded on the Behaviour Log and/or MyConcern, depending on the nature off the incident. These are monitored by the SLT.
- 18.6. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.
- 18.7.

19. Version Control

Date of adoption of this policy	September 2023
Date of last review of this policy	April 2026
Date for next review of this policy	April 2027
Policy owner	Mr Gavin Biston



Appendix i – Whole School Behaviour Sanctions

Sanctions apply to all pupils in school, however they may vary according to the age of the pupil. Sanctions will never be instigated without the knowledge of the class teacher. Where appropriate, sanctions that are put in place will be discussed at a staff meeting and a note circulated to part time staff. If a pupil has already received a sanction for a similar offence the school may decide to start any subsequent sanction at a higher stage.

Initial Sanctions

EYFS

In the initial stage, EYFS pupils will follow the procedure below:

- A verbal warning with a reminder of expected behaviour.
- In Early Years, on the second warning the pupil will be moved to yellow on the behaviour and nearer to the teacher.
- In Early Years, on the third warning the pupil in Early Years will have thinking time and will be moved to red on the behaviour chart. An appropriate sanction at this point would be to miss playtime and a telephone call to a parent will be made.

Lower School / Upper School

In the initial stage, Lower and Upper School pupils will follow the procedure below:

- An initial warning will be given.
- Pupil will sit closer to a member of staff or sit away from others in the classroom.
- In Lower School, the pupil is moved down a section on the chart and then if moved to red 5 minutes of Golden Time will be withdrawn.
- In Upper School, the pupil is moved down a section on the chart and where appropriate playtime in "Reflection" is given, this is to be followed up with a phone call to the parents by the class teacher.

These sanctions, with the exception of reflections, do not need to be recorded unless the pupil is repeatedly challenging and a diary of events needs to be kept. If this occurs, then a record will need to be made on Behaviour Log and if appropriate MyConcern.

If this does not have a positive effect on the child, it may be necessary to move to Stage 2

Second Stage Sanctions

- Referral to the Deputy Head who will speak to the pupil and parent.

- Missed playtimes, with a member of SLT
- Supervised playtimes, where the child is closely monitored by an adult or taking separate playtimes for a fixed period.
- Eating lunch separately from peers
- Loss of privileges and extracurricular clubs.
- Lower School, including Early years, Daily report book – this will be reviewed at the end of each week for a two-week period. Feedback will be given to the child and parent.
- Upper School report card – this will be reviewed after 3 weeks by Deputy Head and, if required, stage three will be followed.

These incidents will be recorded on MyConcern and the parent will be notified by a member of SLT. Second stage sanctions will only be revisited twice in any one academic year before Stage 3 sanctions are put in place.

Third Stage Sanctions

- Referral to the Head Teacher.
- Meeting held with the parents and Headteacher. At this meeting, time scales and appropriate sanctions will be set with the parents.
- Roles of responsibility will be reviewed (where applicable).
- Loss of privileges e.g., withdrawal from the playground, wrap around care, school visits or sports events.

This will be recorded in the Sanctions book and the parents will be notified. This book is held securely in the Head Teacher's Office.

Support Following a Sanction

During a sanction or after a longer-term sanction has ended the school staff will offer support to the pupil to maintain good behaviour in future. This could include;

- Regular catchups with the pupil
- Advise on how to rebuild relationships
- Discussion with pupil and parent

Appendix ii – Pupils' Code of Conduct

1. I will arrive at school in time to prepare for the day having eaten a healthy breakfast.
2. I will wear my uniform with pride and ensure that I have the correct sports kit.
3. I will ensure I have all the correct equipment for my lessons.
4. I will ensure I work to the best of my ability in all subjects and complete tasks on time.
5. I will walk around school quietly, taking care to be helpful and courteous to others.
6. I will take pride in my environment and look after school property.
7. I will always knock before entering a room and ascertain if there is a member of staff to receive me.
8. I will not enter parts of the buildings at break times that I should not access.
9. When the bell is rung, I will always line up correctly and silently.
10. I will act with dignity and show respect to my peers, staff and visitors; demonstrating our School Values.
11. I will always consider the feelings of others and respect others as I would like to be respected.
12. I will refrain from behaving in a way that brings the school into disrepute, including when outside school.
13. I will accept sanctions when given.
14. I will ensure that the UNICEF rights of the child are upheld to the best of my ability.

Remember a smile goes a long way!

Appendix iii – Regulation Cards



Ideas to help me feel calm:

- 4-7-8 Breathing
- Box Breathing
- Ground with Your Feet
- A Place or Time

Ideas to help me feel calm:

4-7-8 Breathing:

1. Inhale deeply through you more for a count of four.
2. Hold your breath for a count of seven.
3. Exhale slowly through your mouth for eight counts, making a whooshing sound.
4. Repeat this cycle four times.

Box Breathing:

1. Breathe deeply in through your nose for four counts.
2. Hold your breath for a count of four.
3. Exhale slowly through your mouth for a count of four.
4. Hold your breath for a count of four.
5. Repeat this cycle for a minute or two, sitting or standing.

Ground with Your Feet

Your feet can help ground you, literally! Doing this will allow you to have an immediate connection to the present moment and focus on the space you're in.

1. To begin, sit or stand tall.
2. Press your feet firmly into the ground.
3. Notice and focus on the sensation of the floor beneath you.
4. Wiggle your toes.
5. Picture roots growing from your feet and into the earth below you. You can further this grounding effect by placing your feet in cool grass or the warm earth.

A Place or Time

Imagine a place or time you felt safe or happy, picture this scene in your mind

Appendix iv – Lines of Communication and Procedure

