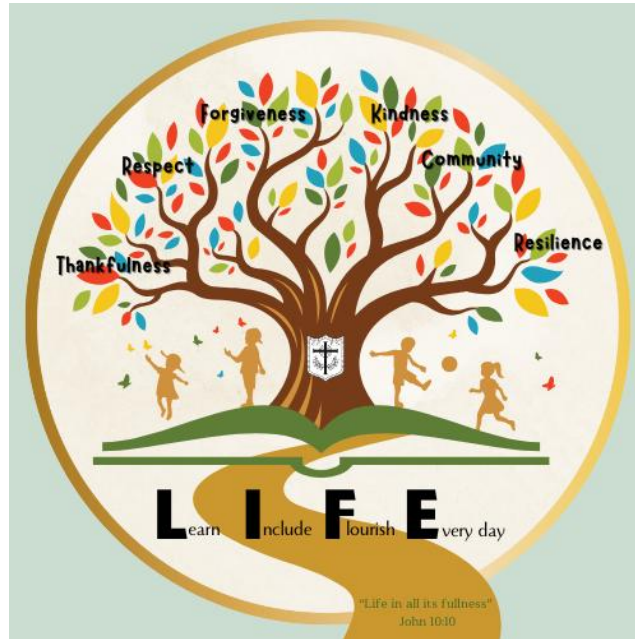


# Cotgrave Church of England Primary School



## BEHAVIOUR POLICY

Reviewed

Spring 2009	Summer 2017		
Autumn 2010	Summer 2018		
Summer 2011	Summer 2020		
Summer 2012	Spring 2023		
Summer 2013	Spring 2025		
Spring 2015			



# Cotgrave Church of England Primary School

## Behaviour Policy

### Roles and responsibilities of the Governing Body

The governing body will ensure that a policy is in place, and is followed by staff.

This policy will be monitored regularly and reviewed by the governing body at least biennially.

### Introduction

Within our school community we value each member and the unique contribution that each makes, assisting individuals in realising their full potential and helping each to use their God-given abilities, gifts and talents to benefit our community, and to support them in leading a full and meaningful life. We help our children to learn right from wrong, to listen and be listened to, to take responsibility for their own actions and to become independent, self-confident learners within a Christian perspective. Each child has the opportunity to learn to take a pride in their work, to do their best and excel in everything they do, and to value and respect honest work. Children are encouraged to be self-reliant, yet able to work closely with others; individually competitive, yet with a strong social conscience. 'Take Care' is at the heart of our school ethos, as we teach and model to each other taking care of ourselves, each other, our community, God's creation and our work.

As a Christian school we recognise that within our school community and in our relationships with others servanthood, repentance, forgiveness and reconciliation are key. In calling for repentance, we are not merely asking for an apology, but rather for a change of heart and a change of conduct. We live out our understanding that God's discipline is, ultimately, an extension of his love. We seek to live out Christ's 'Golden Rule' by doing unto others what we would have them do to ourselves. We endeavour to follow the commandment to love our neighbour and we aim to follow Christ's example by asking ourselves the question, "What Would Jesus Do?" We look for ways to demonstrate the evidence of the 'Fruits of the Spirit' in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

Our school is not a place where children are expected to learn to fear discipline, sanction or consequence, but a place where they are given the opportunity to learn from their mistakes and learn to live with integrity – 'doing the right thing because it is the right thing to do'.

We recognise that expectations may need to be adapted in response to individual SEND need. Some behaviours, like shouting out or inappropriate movement, might be a form of stimming for an autistic pupil, and it's important that our staff feel confident in responding with flexibility and understanding in those cases.

### Code of Conduct

We have established a five-point Code of Conduct clearly setting out our collective expectations which apply to all of our pupils.

We expect the children to:

- Be kind and respectful;
- Listen;
- Share;
- Be truthful;
- Be responsible.

We see these as the children's responsibilities, 'responsibilities' that come with their 'rights':

- To be treated kindly and respected;
- To be listened to;
- To have things shared fairly;
- To be told the truth;
- To be given responsibility.

In order to reinforce our Code of Conduct, we have established positive reward/sanctions systems which are tailored to the ages/stages found within each class. Class teachers operate their own whole-class behaviour reward systems. Classes which achieve their set behaviour targets may be awarded additional PE time/activities, an extended playtime, or another reasonable reward negotiated with the class teacher.

### Integrity

Our 'Integrity Award' was introduced to draw the children's attention to an expectation of behaviour that goes beyond 'reward and sanction' and 'rights and responsibilities'. 'Integrity', for us, means 'doing the right thing even when no one else appears to be looking'. This is a key part of what all staff are expected to instil and encourage in the children – 'doing the right thing because it's the right thing to do'. The weekly presentation of a cup recognises one outstanding example of integrity each week (with the cup being passed on by the previous holder). All nominees are recognised by a 'Nominated for the Integrity Award' sticker and all nominations kept within the 'Good Book'.

### Other Rewards announced in Church:

The 'Good Book' is read out every Wednesday in the Church Service. A badge is given to nominated pupils for good progress towards individual targets which they wear for the following week – enabling further conversation about their achievements. A 'Values Award' certificate may be given on a class by class basis to nominated pupils who have outstandingly shown the characteristic, value or virtue identified within the 'Value of the Month'. Our values of the month are on a two-year rolling cycle and are displayed on the door of each classroom and in the school hall. Monthly class-led Collective Worship in Church is based around the value for that particular month.

### Staged Sanctions

Whilst our emphasis is on the positive approach to good behaviour, naturally we also have a system of progressive sanctions which will automatically be set in motion if a pupil chooses not to follow our Code of Conduct. These are:

- Verbal warning.
- Moved to a different place/space within classroom.
- Member of staff talks through with the child the barriers to good behaviour evident.
- Directed to 'behaviour buddy' teacher's class (Class 1 to Class 4; Class 4 to Class 3; Class 3 to Class 2; Class 2 to Class 1) and Head Teacher informed (the child will be informed of this).
- Sent to Head Teacher/Deputy Head Teacher.
- Notification to parents.

When a child returns to class from another class, time is spent by staff in the class to enable the child to understand both the expectation on return and the 'clean slate'.

Should a child return to class from another class or from the Head Teacher/Deputy Head Teacher and continue to break the code of conduct then, after a further warning, the Head Teacher will be sent for.

Naturally, we wish to work closely with our parents in supporting all pupils. With this essential partnership in mind, class teachers may inform parents if a child is consistently reaching early stages of the system, without necessarily reaching the more serious levels of poor behaviour.

Children who have been identified with emotional/behavioural needs and who are on the Special Educational Needs Register may have a separate system of agreed rewards and sanctions tailored to their particular needs. ELSA (Emotional Literacy Support Assistant) time and support from the Mental Health Support Team may feature in support towards this provision.

If a pupil chooses to behave in a seriously inappropriate way, the earlier 'warning' stages would be 'missed out' and the pupil would automatically be placed on a 'higher' level of the scale.

However unlikely, the final and most serious consequence of failure to follow our Codes of Conduct would be exclusion ending in permanent exclusion from our school. This stage would necessitate the involvement of the school's Governing Body.

Where physical intervention is deemed necessary the school's Physical Intervention (Use of Reasonable Force) Policy will be followed.

### Playtime

We expect children at playtimes to 'take care' of each other and:

- Be kind and respectful;
- Listen;
- Share;
- Be truthful;
- Be responsible.

#### Rewards

- Verbal recognition.
- Good behaviour to be reported by Midday Supervisors/member of staff on duty to their Class Teacher who will incorporate it into their class rewards.
- Praise by Head Teacher/Deputy Head Teacher or teacher 'in charge' (including through 'Lunchtime Award' certificates presented weekly in Church and award of the 'Golden Tablecloth' to the children on a particular lunchtime table demonstrating exemplary behaviour).
- Notification to parents (including through 'Lunchtime Award' certificates presented weekly in Church).

#### Sanctions

- Verbal warning.
- Inappropriate behaviour to be reported by Midday Supervisors/member of staff on duty to their Class Teacher who will incorporate it into their class sanctions.
- Moved to a different location within the outside space or requested to sit out of play for a defined period of time.
- Member of staff talks through with the child the barriers to good behaviour evident.
- Sent to Head Teacher/Deputy Head Teacher.
- Notification to parents.

In order to reduce incidents at play we have extended the facilities used by the children during playtimes. These include: Field including football pitch; Climbing wall; Log trail; Climbing frame; Playground; Early Years playground; Garden. We also have a 'Friendship Stop' where children who are looking for a friend to play with can locate one.

The Code of Conduct and Mission statement will be permanently displayed throughout the school and included in our 'Home School Agreement'.

#### Review

All policies are subject to periodic evaluation and update.

Reviewed Spring 2025