

# Codicote Primary School

## Behaviour Policy



### **Everyone shall know success**

This policy was reviewed and updated in July 2019 in consultation with the school staff.

This policy identifies our practice in promoting high standards of behaviour, and positive attitudes towards others throughout the school.

School Aims relating to this policy:

- To offer our children the best possible education within the context of a caring, Christian community.
- To provide a happy school environment where everyone feels secure and valued.
- To foster the development of high self esteem, through positive action and statement.
- To expect high standards of behaviour, with respect and consideration shown by everyone, both within the school community and outside in the wider world.
- To prepare children for the next stage of their education, and for adult life.

#### **Promoting Good behaviour**

We believe in managing behaviour through adopting a positive approach. We show consistency and fairness in dealing with behaviour, and in applying the school rules and code of conduct.

Our emphasis is on recognising and celebrating good behaviour, and we do not tolerate poor behaviour. There are a number of behaviour management systems in place throughout the school, alongside the praise given as part of the normal classroom ethos. These include:

#### **The House system**

All children from Year R to Year 6 are in one of 4 houses. Each house has two captains, and a vice captain. Points may be awarded for good work, attitude or behaviour. Each week, the points are added up, and the colours of the winning house are displayed on the house cup. These points are included in a running total, with the house with the most points winning at the end of the year.

#### **Class systems**

Each class has a reward system. These include: stickers, badges, free choice time, stars and certificates.

#### **Praise**

In order to encourage effort and reward behaviour, children are praised:

- Verbally
- in writing
- in front of the class/school
- by the rest of the class
- by another member of staff/class
- by the Headteacher.

Good behaviour is also shared with parents.

We do not accept poor behaviour, and deal with it through a consistent approach. Poor behaviour is dealt with on an individual basis, and sanctions appropriate to the misdemeanour are used, to try to put things right, to enable reparations to be made and wrongdoers to be forgiven.

Sanctions may include:

- Verbal reprimand
- Verbal apology
- Cleaning the environment
- Sitting in the class away from peers
- Sitting in a safe area for reflection time.
- Being next to an adult in the playground.
- Completing unfinished work at breaktime
- Working in another classroom
- Sending to Deputy Headteacher, and/or Headteacher
- Name entered in the Behaviour Book – for more serious misbehaviour, we have a playtime and lunchtime book. This is kept in the Headteacher's office, and children's names are entered for specific forms of anti social behaviour. A scale of sanctions comes into operation depending on how often a child's name is entered.

Sanctions are not used repeatedly. When poor behaviour persists, the issues are discussed with the SENCO and/or Headteacher, so that an appropriate programme can be drawn up and implemented. Home school liaison books may be introduced. Parents' involvement is sought, to enable us to work together to meet the child's behaviour needs.

The Behaviour Support Service may be consulted and referrals to the Family Support service may be made to ensure the child's behaviour needs are addressed as part of a collaborative approach.

Temporary exclusions or permanent exclusions are used as a very last resort. The Headteacher and Governing body follows LEA guidance in these instances. A permanent exclusion would take place in response to a serious one-off breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In practice this means that there are two likely reasons for a permanent exclusion

- A child has had a history of persistent disruptive behaviour and the school feel they cannot do anything further.
- A child has committed a single serious one-off offence, even if they have never been in trouble before.

### **Anti Bullying**

We do not accept bullying in our school. It can take physical, verbal, emotional or racist forms and is defined as: Repeated aggressive acts over a period of time, by another person, or persons. It may include: verbal attacks, name calling, malicious gossip, damaging or stealing the property of others, or physical abuse.

Strategies to address the issue of bullying are included in our PSHE programme. All cases of bullying are dealt with as soon as possible. A log is kept of incidents which could be described as bullying. This includes details of the incident, and the action taken. Parents are informed. Any bullying issue is monitored for a period after the incident has been dealt with.

### **Racial Harassment**

As a school, we do not tolerate any forms of racial or sexual harassment. All forms of racial and sexual harassment are recorded in a file kept in the Headteacher's office. This includes details of the incident,

and the action taken. Parents are informed. Any racist issue is monitored for a period after the incident has been dealt with.

Further guidance may be found in the Codicote School Policy on Racial Equality.

### **Code of Conduct**

We expect everyone in our school to abide by the School Code of Conduct. The Code of Conduct has been drawn up by the children, led by the School Council.

### **Evaluation**

This policy is regularly evaluated against the aims stated at the start of the policy.

## Codicote Church of England Primary School



# Codicote Code of Conduct

Drawn up by the School Council

- ❖ Care for everything, and everyone
- ❖ Play fairly with each other
- ❖ Share things
- ❖ Be nice to everyone, and show them respect
- ❖ Try to be cheerful
- ❖ Always try your best