

Codicote Primary School

Behaviour Policy



Everyone shall know success

This policy was updated and agreed in March 2025 in consultation with the School Staff and Governors.

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 and proactive approach and a nurturing environment. Good behaviour is necessary for effective teaching and learning to take place, and both pupils and staff have the right to work in an environment which is friendly, safe, peaceful and fair.

Good behaviour is carefully supported, sustained, and promoted through the development of secure attachments and relationships, developing high self-esteem, effective learning and valuing everyone in our community. We understand that a positive and proactive approach should be focused on developing the children's ability to self-regulate and manage their own behaviour in a range of situations. We show consistency and fairness in dealing with behaviour, and in applying the school rules and code of conduct.

Everyone in the school is expected to follow the Codicote School Code of Conduct (*Appendix 1*) and principles in the Home School Agreement (*Appendix 2*).

Principles:

When deciding how to respond to a child or situation, staff will be guided by the following principles as identified by school:

Child:

- Everybody is welcome and belongs at Codicote
- Every day is a new beginning
- Ensure the safety of children and adults
- Develop pride in self and respect for others
- We all need to learn from our mistakes
- Self –assessment is the key to behaviour change

- Reflection on the consequences of actions helps to understanding what has happened and why
- Honesty is important
- Codicote School is represented at all times by those in school uniform
- Responsibility is taken for learning and safety
- Everyone's voice is heard.

Staff

- Support is tailored to the individual and is confidential to the child and their family
- There are agreed acceptable behaviours i.e. non negotiables- no swearing, punctuality, no hurtful comments/ physical harm, taking care of property
- All adults that either work in school or attend as visitors, including parents, consistently model behaviours such as fairness, self-control, empathy/ manners/ valuing others explicitly
- Children are spoken to as we expect them to talk to us
- Interventions and support are linked to the cause of the behaviour
- Staff are given training to update their knowledge and skills around appropriate interventions/ curriculum/ techniques to help children to meet their emotional and social needs
- Opportunities are given to children to put things right.

As a school we recognise there will be a reason for any inappropriate behaviour and we will seek to establish the underlying cause.

Our emphasis is on recognising and celebrating good behaviour, and identifying potential, rewarding success and giving praise for effort and achievement. Poor behaviour is not tolerated. There are a number of behaviour management and support systems in place throughout the school, alongside those which are 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
- 1-1
- 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.

Head teacher's Awards

Teachers can also nominate children to receive a Head teacher's Award for outstanding behaviour or work.

We do not accept poor behaviour, and deal with it through a consistent approach. We use positive phrasing, limited choices, disempowering behaviour and de-escalation techniques to manage any incident. 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:

- Quiet conversation with staff member
- Actions to redress the error – e.g. cleaning graffiti, completing unfinished work at breaktime
- Undertaking a positive task for the school community
- Time out (in a quiet area) to de-escalate and talk to staff
- Sitting in a safe area for reflection.
- Removal from a game or a group
- Withdrawal of a privilege or responsibility for a short period of time
- Change in seating position
- Being with an adult in the playground.
- Working in another classroom
- Time with the 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.

Class teacher must be informed; SLT to be called to support if behaviour is unsafe.

Sanctions are not used repeatedly. When poor behaviour persists, the issues are discussed with the class teacher, 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.

Where an SEND issue may exist, advice is sought to ensure provision is in place to support the child's underlying needs. The Behaviour Support Service may be consulted and referrals to the Family Support service may be made to enable the child's behaviour needs to be addressed as part of a collaborative approach.

Suspensions 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.

Harassment

As a school, we do not tolerate any forms of harassment, including racial or sexual. All forms of racial and sexual harassment, including negative, stereotypical or derogatory language, are recorded in a file kept in the Headteacher's office. This includes details of the incident, and the action taken. Parents are informed. The issue is monitored for a period after the incident has been dealt with.

Further guidance may be found in the Codicote School Policy on 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 by analysing the impact of the school's approach, related to a range of sources of evidence – e.g. Behaviour book, log of incidents etc. The headteacher provides a report to Governors six times a year, to support them in fulfilling their statutory responsibilities.

Appendix 1

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

Appendix 2

Codicote C of E Primary School Home School Agreement



Home School Agreement for:

Date:

Our Home-School Agreement encourages everyone in the partnership to contribute to making a child's education a happy and successful one by setting out their roles and responsibilities.

The School

We will:

- Provide a broad and balanced curriculum which meets the needs of every child.
- Support children in achieving high standards of work and behaviour.
- Enable each child to build positive relationships and develop a sense of responsibility.
- Care for the children's welfare and safety.
- Foster feelings of confidence, self-worth and belonging.
- Keep you informed about your child's progress and be available, by mutual arrangement, to discuss issues concerning your child.
- Follow important policies, procedures and agreements to ensure pupils are safe online.
- Offer opportunities for your child to become involved in the life of the school.
- Welcome parents and carers into the school community.

Signed:

Parents

I/we will:

- Ensure my child attends school regularly and on time.
- Send my child to school wearing school uniform.
- Make the school aware of any concerns or issues that may affect my child's work or behaviour.
- Support my child's learning.
- Support the school's policies and guidelines on behaviour and equal opportunities.
- Attend Parents' evenings and discussions related to my child's progress at school.
- Support the school's approach to on-line safety and not upload or add any text, image, sound or videos that could upset or offend any member of the school community or bring the school's name into disrepute.

Signed:

Children:

I will:

- Always try my best in lessons and do my work as well as I can.
- Remember to be polite and thoughtful in my attitude towards others.
- Always try to enjoy school and help others to do the same.
- Tell my teacher or another adult if anything is worrying me.

Signed: