

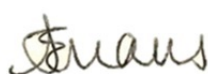


Coddington

— C of E —

Primary and Nursery
School

BEHAVIOUR AND RELATIONSHIPS POLICY

Review Date	September 2024
Next review due	September 2025
Reviewed By	SLT
Approval by Chair of Governors	

At Coddington C of E Primary and Nursery School we believe in developing the whole child. Through our teaching we aim to equip children with knowledge, skills, and attitude necessary to attain high levels of achievement and for children to be able to make ambitious choices about their lives.

Everything we do is underpinned by our three values, inspired by our Christian faith: Care, Community and Courage.

'Encourage one another and build each other up'.

(Thessalonians 5:11)

Policy Purpose

This policy purpose it to ensure that our school is a safe and happy place to teach and learn. It aims to ensure that all children are guided on how to make positive choices and provided with support if they struggle to do this, so all can thrive. This policy also details how the school manages bullying, physical restraint, suspensions and exclusions.

Aim and Values

Coddington C of E Primary School and Nursery aims to provide children the opportunity to develop to their full potential; academically, emotionally, socially, and spiritually.

We work towards these aims by:

- Providing the highest standard of teaching, embedded in high expectations, to enable all children to acquire and retain knowledge, skills, and concepts.
- Providing a wide range of inspiring, engaging, and challenging learning experiences within all that we do, through the curriculum design, the use of Key Questions, through the school environment, enrichment activities and the interactions between all members of the school community.
- Promoting a culture of responsibility, mutual respect, ambition, and kindness, where effort is valued and celebrated.
- Working in partnership with families and the wider community.

We believe that we teach through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; behaviour management and relationship building should not just be seen as an isolated activity that happens only in a classroom.



Statement of Behaviour Principles

At Coddington C of E Primary School and Nursery, we believe that the role of the school is not to just teach the curriculum, but to ensure that the children become independent and resilient learners and kind, helpful members of our community. We believe that the foundation of this is adults building high quality relationships with pupils, and this relies on adults being positive but clear with children and maintaining consistent boundaries. It is vital that all staff play their part in maintaining this consistency or pupils may think that our inconsistencies allow them to be inconsistent with their behaviour.

We aim to foster positive behaviours which are in line with our School Vision, Christian and Rainbow Values, providing an environment in which pupils can demonstrate the principles we aim to embed. These values are linked to the British Values set out by central government.

We believe in recognising and celebrating success. Pupils who demonstrate our values, or who show particular effort or improvement, are awarded with Dojo Points (F2-Y6). Pupils collect the Points to achieve stages, these keeping children motivated to continue to make good choices. In addition, each week a child is chosen for Gold Book from each class who has demonstrated one of the school's values. There will also be a Jigsaw friend who will be selected in line with the PSHE teaching that week.



While these are our values, we recognise that learning behaviours have to be explained, taught and encouraged to enable good progress. To achieve this, we have clearly set out the behaviours which are always expected of all members of our school community. These are called The Coddington Way.

A poster sharing these expectations is displayed in every classroom, and in other areas around the school. All adults in our school have a shared responsibility for managing the behaviour of all pupils in the school, and as such have equal responsibility for issuing rewards and sanctions in line with this policy.



Rewards

A positive 'praise first' approach should be used by all staff across school when encouraging pupils' behaviour. Adults reward positive behaviours and choices through the use of Dojo points or a tangible sticker reward.



Rewards and Points are awarded for positive behaviours and attitudes, which link in with the school values of Care, Community and Courage. These should be for demonstrating some of the following behaviours:

- Politeness and manners (care)
- Completion of homework task
- Demonstrating school values
- Effort in work
- Improvement in achievements

- Additional reading/work at home
- Helpfulness to adults around school
- Achieving targets
- Active participation in lessons (courage)



In most cases, only single Dojo points should be awarded. In exceptional cases it may be appropriate to award a maximum of 5 points at a time. Where children are outside of their classroom, staff can award Dojos and stickers verbally or by giving tokens to children; these are taken back to the classroom to 'exchange' for a reward point.

When the Dojo point mark has been reached, a child becomes eligible for a stage reward. These are awarded in collective worship to pupils who have reached the required numbers of Dojos as follows:

Stage 1 (50 Dojo points): Dojo postcard home

Stage 2 (100 Dojo points): Bronze Badge and bronze certificate

Stage 3 (150 Dojo points): Silver Badge and certificate

Stage 4 (200 Dojo points): Gold Badge and certificate

Stage 5 (250+ Dojo points): Book and certificate

Staff should aim to be consistent in the allocation of Dojo points both within their own classroom and across teams in the school. As a guide, it is expected that 10-20% of children in each class should reach Stage 5 each year. This means that some pupils will be awarded an average of more than one Dojo point per day.

Sanctions

When a child doesn't follow The Coddington Way or a school value all staff must be consistent in following the process. In the first case, for most incidents of low-level misbehaviour, a verbal or other appropriate non-verbal warning will be given by an adult to remind a pupil of the expectations of our school. In many cases this will be sufficient to effect a change. However, where a pupil continues not to meet the expectations, the formal stages of the behaviour policy should be followed.

- 1. Warning:** A formal warning is issued with the staff member clearly explaining what they would like the child to change. Staff may use the word 'warning' so the child knows they have received one.
- 2. Consequence:** Where a warning does not achieve the desired change, a formal consequence is issued. The staff member should clearly explain why they have been given the consequence and how they would like them to change their behaviour. The consequence should be given on the same day where possible.

As we appreciate that all children learn differently, the staff member can choose a suitable consequence for the child (including SEND children). Acceptable consequences are:

- Having time out (if required by the child)
- Missing the next break time and completing missed work
- Explaining to another member of staff why.
- Sitting on a reflective seat (FS/KS1).
- Completing a reflective behaviour sheet or writing a sincere letter of apology (KS2)
- During break and lunch time sitting on the wall silently and having 'time out'.

Consequences will be recorded formally by the class teacher on the school MIS system to monitor any repeated incidents, or on-going low-level disruption. Where a pattern of regular consequences occurs, the teacher should consider reviewing the child's behaviour through the online Boxall profile. Once Boxall results have been sought they can be matched up against the Coddington Behaviour Support Grid. The grid outlines ideas and interventions that can be used to foster positive behaviour for particular behaviour traits. To support the child improve their behaviour staff should consider implementing the ideas or speaking to ELSA team for advice.

Once the consequence has been completed and it is evident the child has reflected on their poor behaviour and made a series of good choices the class teacher can acknowledge the positive changes. It is essential that a restorative conversation takes place before and/or after the consequence. Staff need to explain to the child what they did wrong and help them not make the same decision again. The child also needs to know that the staff member is no longer angry or disappointed with them.

3. **Red Card:** Where a child persistently refuses to comply with expectations or a single incident is deemed serious enough a red card should be issued. In this case, if possible, parents/carers should be spoken to on the same day either by a telephone call or in person at the end of the day. A member of SLT will also be informed. All red cards must be recorded on the MIS on the day of issue, by the person who issued it. Pupils who have been issued with a red card may miss ½ a day (KS1) or 1 day (KS2) of break times, including the lunch play break to allow for restorative conversations. They should be in their normal class for lessons but should work independently away from peers wherever possible.

Where a second red card is issued in the same term, or a third red card in the same academic year, the child will complete the Red Card in another class and a formal letter will be sent home. Parents/carers should be invited into school to discuss the behaviour with the child's class teacher and any other involved adult. By this time the child should have had support to change behaviour from the Boxall Profile results, however these should be reviewed and amended if necessary. In these cases, it may be appropriate for a child to spend learning time away from his/her peers.

In some cases, such as discrimination or violence, it may be appropriate to issue a consequence or a red card without a prior stage.

Whenever a red card is issued by someone other than the class teacher, the relevant class teacher should be notified as soon as possible.

Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. <https://anti-bullyingalliance.org.uk/aba-our-work/about-aba>

All incidences of bullying as defined by the statement above are recorded using the My Concern and the MIS system. Parents are included in discussions, to tackle the actions and underlying issues leading to the bullying. Where bullying is categorised as hate (based upon protected characteristics), this will be recorded as both



bullying and as hate. This allows for accurate reporting to governors and other agencies including the police as appropriate.

More details can be found in the Anti-bullying Policy ([anti-bullying-policy.pdf](#))

Physical Intervention

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations.

We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Any use of physical intervention will be reported to parents immediately and recorded on the MIS.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by **not** using force. For example when a child is a direct danger to themselves or others.

More details regarding the use of physical intervention can be found on the Physical Intervention Policy.

Safeguarding

Our behaviour policy is underpinned by safeguarding.

We recognise and abide by the general principles of the UN children's charter:

4. Non-discrimination (Article 2)
5. Best interest of the child (Article 3)
6. Right to life survival and development (Article 6)
7. Right to be heard (Article 12)

Through restorative conversations, children will be given the chance to be heard. All concerns will be passed to the safeguarding team immediately. Similarly, any concerns arising from the behaviour of pupils that raise concern (SVSH, hate and radicalisation), will be reported to the designated staff.

Further detail is available in our Child Protection Policy.

This also includes our search policy.

Suspension and Permanent Exclusions

In exceptional circumstances the school may use suspensions and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive.

Only the headteacher or acting headteacher of a school can suspend a pupil. Pupils may be suspended for 1 or more fixed periods up to a maximum of 45 days per academic year.

When we suspend or permanently exclude a pupil we will, without delay, notify parents. If a pupil has a social worker, or if a pupil is looked-after, the headteacher will, also without delay after their decision, notify the social worker and/or VSH, as applicable.



The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion

The Headteacher may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services.

The school will record, monitor and analyse removal (sometimes known as 'internal exclusions') data. This is where a pupil is removed from class for a limited time at the instruction of a member of staff.

The governing board will be notified 'without delay' of:

- All permanent exclusions (including where a suspension is followed by a decision to permanently exclude the pupil)
- All suspensions which would result in the pupil being suspended for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test
- All cancelled suspensions and exclusions (also on a termly basis as part of your school's exclusions data)

Governing boards are legally required to consider Permanent exclusions and some Fixed term exclusions. They also have the power to direct that the pupil be reinstated in certain cases. In the case of permanent exclusions, if the board decides not to reinstate the pupil, then the parents can request that it be considered by an independent review panel.

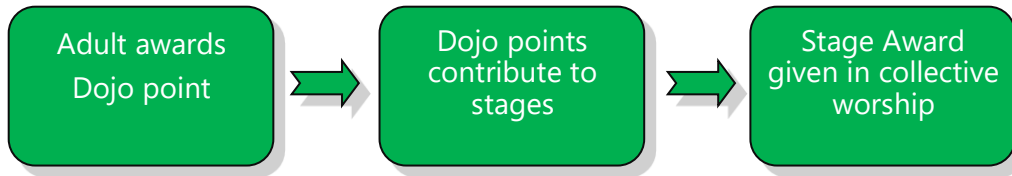
For further information on Suspension and permanent exclusions please see [suspension and exclusion guidance](#).



Behaviour Policy in brief

Rewards

When children demonstrate positive behaviours or outcomes:



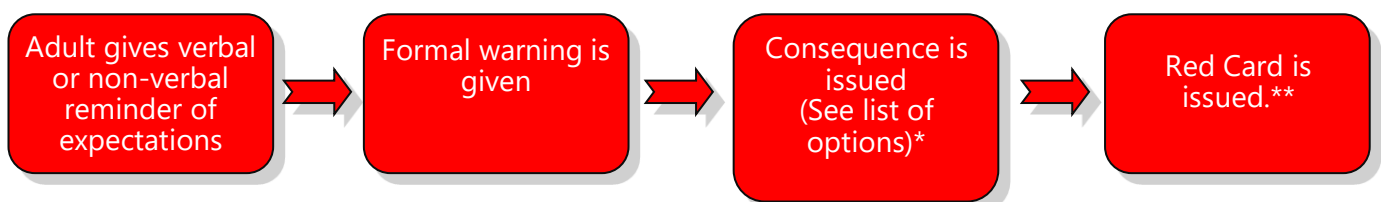
Examples of behaviours which would merit awarding a Dojo point:

Gold Book Collective Worship

Each Friday, the whole school celebrates achievements of the week. Each class teacher should select one child from their class to be in Gold Book and record this on Scholar Pack. Children should be selected for demonstrating one of the school's values or The Coddington Way.

Sanctions

Where children fail to meet the expectations set or The Coddington Way, the following steps should be taken. If any stage does not succeed in ensuring that the child's behaviour is corrected, then move to the next stage:



In exceptional cases, it may be appropriate for a red card to be issued without the prior warnings/consequences being given.

*Log on MIS

** Log on MIS and send letter home (second red card)

