



Behaviour Policy

Nurtured, Cherished and Inspired for Fullness of Life



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Children express themselves through behaviour, which frequently reveals both their positive and negative emotions. For instance, attention seeking, tiredness, disputes among friends, problems at home, stress brought on by school work, a lack of understanding of the rules, and many more. As a result, no set behaviour path can always be followed because empathy for each child and consideration of their unique situation are necessary. This complies with the mission statement of our organisation, which is "Every child, every chance, every day." However, it's crucial to have a behavioural strategy so that the child can observe great conduct patterns in peers and adults who set good examples for them.

Children learn best when they are in a happy and safe environment. It is therefore vital to maintain and encourage good standards of behaviour throughout the school through a consistent approach and good role models. At Coberley School, we expect children to show **kindness** and consideration to those around them and to respect themselves. We aim to create a happy, stimulating, caring, and safe environment where everyone is valued, children can **persevere** and care for the whole **community**. The school's vision, "Nurtured, Cherished and Inspired for Fullness of Life" is at the forefront of our behaviour mantra and we believe that by knowing every child really well, we can treat every child and every incident individually to the benefit of the community. The church believes that all children are made in the image of God and are unconditionally loved by Him. Everyone is equal, and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving community.

SECTION 1 – AIMS & VALUES

We aim to work together (staff, parents, and children) to provide:

- To provide a **secure, safe and happy** environment free from threats, harassment, discrimination, or any type of bullying behaviour.
- To ensure that **every pupil**, irrespective of need or background, should feel secure, valued and respected, confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to
- To ensure a **consistent approach** to preventing, challenging, and responding to incidents of bullying that occur.
- To develop meaningful **relationships** to create a successful and positive behaviour culture - this is particularly the case with regards to the relationship between the pupil and staff
- To create a community where staff and pupils are good **role models**.
- To inform pupils and parents of the school's expectations and to foster a **productive partnership** that helps maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

- To provide opportunities for **success** rather than failure.

Objectives

To develop the personal qualities of

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| • respect for others. | • Perseverance. |
| • Consideration and Kindness. | • Listening to others. |
| • Self-reliance, self-discipline, self-respect and resilience. | • Independence. |
| • Fairness. | • Care for equipment and community. |

We aim to achieve this by:

- Creating a positive and rewarding learning ethos, with a clear Christian vision and values.
- Providing through play and the arts, opportunities to experience human feelings and relationships.
- Using PHSE, RSE and RE programmes of work to explore key issues and our responses.
- Encouraging all pupils to fully participate in the school **community** and take responsibility for their own actions.
- Referring to our School Rules.
- Ensuring consistent behaviour in school, on the playground, and in our before and after school provision.

SECTION 2 – STATUTORY GUIDANCE & EQUAL OPPORTUNITIES

2.1 Statutory Guidance

The school's approach to behaviour, as shown within this policy, acknowledges;

- the school's legal duties under Section 89 of the Education and Inspections Act 2006,
- the Equality Act 2010,
- our commitment to safeguarding, as stated in Keeping Children Safe in Education 2024
- in respect of pupils with special educational needs (SEND)
- [School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

Everyone at Coberley C of E shares the view that an effective approach to behaviour management plays an integral role in ensuring that these duties are met.

2.2 Equality Statement

At Coberley C of E Primary, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity, and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender and maternity and pregnancy), religion and belief, and sexual identity. These principles are always applied when considering pupil behaviour.

2.3 Cultural Differences Which Might Affect Behaviour

We acknowledge that behaviour can be viewed as being culturally or contextually specific.

Examples of cultural differences that might affect behaviour include:

- Eye contact – some pupils may look down as a sign of respect or be unable to offer full eye contact due to SEND
- Hand movements – when calling peers from a distance, it may look like hello or farewell
- Facial gestures – some pupils may smile or laugh under pressure.
- Silence – our education system places high value on participation. Silence, therefore, is often interpreted as lack of interest, sullenness, unwillingness to cooperate, lack of confidence or understanding. It may be wise to check this assumption and the cultural significance of silence for different groups.
- Religious beliefs – there could be curriculum and behavioural issues, for example, the Islamic religion finds it unacceptable to reproduce human faces and forms.
- Loss of face – some pupils (particularly boys) never want to appear humiliated by a teacher and therefore will not ‘back down’, preferring confrontation to ‘loss of face’.

SECTION 3 - SAFEGUARDING

The Governing Body takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. We recognise that all adults, including supply staff, temporary staff, volunteers, and governors, have a full and active role to play in protecting our pupils from harm and that the child’s welfare is our paramount concern. This policy plays an integral role in supporting the school’s wider safeguarding culture.

SECTION 4 – INTERPRETING BEHAVIOUR

4.1 Behaviour as Communication

We understand that some children exhibit particular behaviours based on adverse childhood experiences (ACEs), a Special Educational Need and/or Disability (SEND), or another underlying social, emotional, and mental health (SEMH) need. As a school, we recognise that their behaviour is their way of communicating their needs, and subsequently, they may require bespoke positive behaviour plans to accommodate these additional behavioural needs. Some children may require in- and out-of-class support during breaks and lunchtimes in order to meet the school behaviour expectations. This will be achieved through structured support and individual behaviour plans that are shared with all staff and parents.

4.2 Behaviour as a Choice

Poor pupil behaviour and its damaging, disruptive outcomes are a significant factor in underachievement in primary schools. A minority of students creates much of that disruption.

Without acknowledging behaviour as choice as well as communication, students can sometimes suffer a disrupted learning process because of this. Bad behaviour without consequences can encourage more bad behaviour from the minority.

We use a system of ‘the three Cs’: choice, chance, and consequence, as a tool for supporting children who are making the wrong choices. The message is consistently reinforced that every choice has a consequence. For example, if you are kind to others and share nicely, children might choose to play with you.

Alternatively, if you choose to disrupt the learning of others by breaking the classroom rules, peers may not want to work with you.

As explained further in the stepped behaviour system, when children make poor choices, a chance is provided as a step to reflect on this and learn from the mistake before facing a more serious consequence.

SECTION 5: A CONSISTENT AND POSITIVE BEHAVIOUR CULTURE

Staff will be deliberately and relentlessly bothered. They will acknowledge ‘the little things’ which may subsequently have a greater sentimental meaning to a child. They will make time to listen to children and ensure that each child feels valued.

Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults will take time to calm down if necessary to avoid becoming emotionally charged. They will model self-control through their calm approach and deal with individuals fairly.

Staff will pay attention to the best conduct and endeavour to catch children doing the right thing in order to praise and recognise desired behaviours publicly, for all to hear and celebrate.

Wherever possible, positive praise should be given in public. Positive praise or rewards may be given to individuals, the whole class, or house, for behaviour that meets or exceeds the school’s expectations for behaviour as set out within this policy.

The expectations outlined within this behaviour policy apply at all times, including breaks and lunchtimes. All staff will share the same expectations for pupil behaviour and attitudes during breaks, lunchtimes, and all school activities.

SECTION 6: A STEPPED APPROACH TO BEHAVIOUR MANAGEMENT

6.1 Rewarding the Positives

At Coberley C of E, first and foremost, we set out to create an environment where the greatest reward for positive behaviour is intrinsic; we support the children in understanding that when we all follow the school values, we create a happy and safe environment for us all, which is better than any extrinsic reward.

We do, however, understand the importance of extrinsic rewards in helping children, particularly the youngest children, develop their intrinsic understanding of positive behaviour. Children learn that the school places an emphasis on praise and encouragement for doing the right thing at the right time under our mantra of ‘catch children being good and celebrate this’.

Children are continuously praised for demonstrating the school’s values. All adults within the school and playground have a role in the promotion and management of rewards, including individuals, groups, and classes.

Dojo points are our school's ‘currency’ for rewarding positive behaviour choices. Each child has a class Dojo profile to which the class teacher can assign Dojo points. These points are designed to celebrate the child as both an individual and as a member of a house team:

Using Class Dojos as an Individual Reward	Using Class Dojos as House Points
Each child’s individual Dojos will be monitored over the course of the academic year, with milestones rewarded accordingly based on the rainbow colours.	Every child is assigned to a school house. Dojos equate to House Points
YR: Red - 50, 100, 150, 200 Y1: Orange - 50, 100, 150, 200 Y2: Yellow - 50, 100, 150, 200 Y3: Green - 50, 100, 150, 200 Y4: Blue - 50, 100, 150, 200 Y5: Indigo - 50, 100, 150, 200 Y6: Violet - 50, 100, 150, 200 <i>School achievement awards will be presented if children consistently achieve the top yearly colour.</i>	At the end of each big term, the winning house has a reward—special playtime, a treat, etc.—and the house totaliser is reset. They also receive the house trophy
Dojos as a currency: Children will earn certificates for each award	

Beyond dojos, there are many ways in which children are celebrated for showing positive behaviour choices:

- Use of our **Gold Board**; pictures of children or children’s names are placed on this board if they excel in a school value (e.g. **persevere** with difficult work, show **kindness** or a willingness to help the **community**, or an exceptional deed, good work, or good contribution to the class).
- Use of oral praise and encouragement in the classroom, around the school, during assembly, and during play times. E.g. ‘Thank you for working so hard/quietly/well’; ‘Thank you for holding the door open for me’; ‘Well done, I like the way you sat quietly’, etc.

- Positive feedback is written in children's books.
- The headteacher is being called upon to praise individuals/groups for good behaviour/work and to issue celebratory stickers
- Every Friday, a value assembly celebrates school values, effort, and attainment in reading, writing, and maths as well as other certificates such as My Happy Mind, music certificates and awards achieved outside school. At the end of every half term children from each year group are awarded certificates for showing that terms Christian Value e.g. Kindness & Compassion, Courage, Justice, Resilience, Respect and Honesty.

6.2 Challenging the Negatives

We recognise that every child is different. While the behaviour policy provides consistency, a one-size-fits-all approach to managing behaviour and related consequences is not always the most impactful. There are times that the school will manage the behaviour of a child individually, in agreement with the family, as this is recognised by all stakeholders as the most effective way of achieving positive changes in behaviour.

The school employs a variety of de-escalation, reflective, and restorative practices to enable children to avoid recurring inappropriate behaviours and evoke positive changes in the future.

Inappropriate behaviour(s) can take many different forms and therefore have many different degrees of seriousness. Any behaviour that detracts from learning, puts pupils or staff at risk, or damages property cannot be ignored. When managing inappropriate behaviour, the frequency and severity of the incident are fully investigated in order to establish the nature of the event.

6.2.1 Warnings – A Common Language

It is essential that warnings are given in a consistent way across the school by all teachers, supply cover, teaching assistants, and office staff. Staff should always try to use language to de-escalate situations and, where possible, enhance learning for every child involved. It is also important that all staff use a common language when giving warnings. As a school that values the benefits Restorative Approaches can have, we use two approaches for giving warnings: an Affective Statement or The Moxon Approach;

1. **Affective Statement:** Non-threatening / Non-blaming conversation

'I'm feeling (state feeling) ... because (name behaviour/s)... and what I'd like to see happen is... (state action/s).'

Example: *'Class, I'm feeling a little uncomfortable because people may hurt each other and what I would like to see is that we keep our hands to ourselves during the game.'*

2. **Moxon Approach:** common-sense approach and relational conversation

Moxon uses four guiding principles in relational conversations: Connectedness / Caring / Values / Belief (Solve)

Example: *'Hey Joe, It's nice to see you. How are you today? Could we have a chat about your choices?'*

(Connectedness) I know you have a lot going on at home and completely understand that you may be a little upset at the moment, but... (Caring) At school, we have rules and boundaries in place to keep everyone safe.

(Values) I know you are clever enough to make the right choices and will stop throwing your coat around on the playground. I know you are clever enough to solve this small thing. (Belief) (Solve)'

6.2.2 The Stepped System

Within each classroom, there is a target board that provides a structure for negative consequences when behaviour presents itself as a choice. Every class contributes to our set of school rules, which are established in the first week of the academic year. These link closely to our school values and include things like not shouting out, not talking when someone else is talking, following instructions, etc. When these rules are broken, the following procedure is followed:

Step 1 – Verbal Warning

An adult working in that classroom environment will have a quiet word with that child to:

1. provide a verbal warning
2. give the child an opportunity to explain why they are making this choice and to support them in making better choices
3. If the child rectifies their behaviour choices, they will be celebrated through verbal feedback. If the child continues to make poor behaviour choices, they will move to Step 2.

Step 2 - Move to Orange

- An adult working in that classroom environment informs the child that they are moving to orange on the target board.

Where required as a physical reminder, the child may be issued with a table-top target board.

- An adult supports the child in a reflective conversation around their behaviour choice:
 1. What is it that the child is communicating through this behaviour?
 2. What are the consequences of this behaviour for the child and the class?

3. What does a better behaviour choice look like, and how can the adult support this?

- If the child rectifies their behaviour choices, they will be celebrated through verbal feedback and 'reset' back to green. If the child continues to make poor behaviour choices, they will move to Step 3.

Step 3 – Move to Red and Time Out

- An adult working in that classroom environment informs the child that they are moving to red on the target board and will have a consequence.

Where supportive, as a physical reminder, the child may be issued with a table-top target board.

- The consequences should seek to right the wrong. For example, if they disrupt the class, they may be moved elsewhere to complete work, If they cause a mess, they may have to use their time to tidy the classroom.
- Where a child is able to take responsibility and demonstrate remorse for their actions, they are returned to green. Where a child is unable to take responsibility and demonstrate remorse for their actions, the headteacher becomes involved; this may involve an individual behaviour support plan.
- If children are moved to red then this **will be reported on CPOMs** as a behaviour concern, and parents should be informed.
- In all instances, children move one step at a time and are supported by staff to learn from their mistakes. This approach maximises the learning potential for each child and minimises repeated negative behaviours from occurring.

6.2.3 Flash Behaviours

Flash behaviours can take many different forms and therefore have many different degrees of seriousness. On occasions of one-off, extreme, unacceptable behaviour, the behaviour system will be bypassed, and an immediate time-out will be issued. The child responsible for this behaviour will be asked to speak to the headteacher or another senior member of staff immediately. Due to the potential for subjectivity around such incidents, they will always be thoroughly investigated by the Headteacher, deputy DSL or another senior member of staff. The parents will be involved at this stage. We endeavour to complete the consequence on the same day. This will be recorded as a **behaviour incident on CPOMs**

Our interpretation of flash behaviour at Coberley C of E includes, but is not exclusive to:

- Using rude or insulting language and/or gestures
- Deliberate physical contact with the intention to hurt, including retaliation, such as hitting, kicking, pinching, and throwing potentially harmful objects at someone else
- Theft, including 'borrowing without asking' or meddling with others' belongings
- Daring or persuading any child to do any of the above
- Defiance and outright refusal to cooperate with an adult

It is our intention to teach the children to learn from mistakes and restore our school values after challenging behaviour.

6.2.4 Serving a time-out

The time out is determined by the incident. An incident in the playground could result in time spent sitting on a bench, or a classroom incident could be that a child is held back after class.

6.2.5 Individual Behaviour Support Plans and Monitoring

Occasionally, children do not respond positively to the school behaviour system, and additional provision is put in place. The attitude and behaviour structure outlined below is an incremental set of support structures that have been put in place. Parents will always be informed and engaged if their child requires an individual behaviour plan.

6.2.6 Seclusion

If sanctions and support have been unsuccessful or the severity of the situation merits it, seclusion will be considered. This decision is made by the headteacher in consultation with all relevant staff members involved. A child may be secluded for a variety of reasons, which could include persistent disruption and disobedience or verbal or physical assault. The length of the seclusion will be determined by the headteacher, in communication with parents, when considering the severity of the offence.

During seclusion, the child will be removed from class to spend their time with a member of the staff or headteacher, with work provided by the class teacher. The child will intersperse academic learning with restorative conversations and activities.

SECTION 7: SUSPENSION

Suspension from Coberley C of E Primary School will only be used as a final resort. This will only take place when either all other available resources and strategies have been exhausted or there has been a single, extreme, deliberate act that endangers either staff or pupils. At all times, a decision would also be in the best interests of the other children in the school. The length of the suspension will directly relate to the severity of the behaviour. Suspension should always be lawful, rational, reasonable, fair, and proportionate. Suspension may include:

- Lunchtime time suspension- the pupil has to be taken off the premises during the lunch hour by his/ her parents/guardian (exclusions will be set over a fixed period of days/weeks)
- fixed term suspension-the Head Teacher will exclude a pupil for a fixed period of days, which is entered onto the pupil's permanent record
- Permanent exclusion: following Local Authority procedures and exploration of all other avenues, pupils demonstrating persistent and unchanged poor behaviour or an instance of very serious misbehaviour, will be permanently excluded from school.

If a decision is made to suspend a pupil, parents or caregivers will be informed in writing. This letter will contain the start and end dates of the suspension, the number of days suspended, and the appropriate Department of Education code from the list below:

PP: Physical against pupil	PA: Physical against adult	VP: verbal abuse against a pupil	VA: verbal abuse against a pupil	OW: treat of use of an offensive weapon	BU: Bullying	RA: Racist abuse	MT: Inappropriate use of technology
LG: Abuse against sexual orientation or gender	DS: Abuse relating to disability	SM: Sexual misconduct	DA: Drugs and alcohol related	DM: Damage	TH: Theft	DB: Persistent disruptive behaviour	PH: Wilful & repeated incident of measures in place to protect public health

If a child is at risk of permanent exclusion, a Pastoral Support Plan (PSP) programme will be put in place to offer support. If suspensions and PSP meetings are unsuccessful and the child continues to make negative choices, a permanent exclusion will be considered by the headteacher and chair of governors in consultation with the local authority. The parent or caregiver will be involved at all stages of this process. We believe that the earliest possible contact with parents in these cases is crucial to the effective management of behaviour in our school. For further details, please refer to the Exclusions Policy.

SECTION 8: THE USE OF REASONABLE FORCE

The use of reasonable force should only be used as a last resort and by someone who has received appropriate training.

By planning positive and proactive behaviour support, for instance by drawing up individual behaviour plans for more vulnerable children (e.g., those with SEND; those with social, emotional, or mental health needs) and agreeing on them with parents and carers, we are confident that we can reduce the occurrence of challenging behaviour and the need to use reasonable force.

However, it is recognised that there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm to more extreme circumstances, such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact, such as leading a pupil by the arm out of the classroom.

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health issues, or medical conditions, the school will recognise the additional vulnerability of these groups. The school will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and their Public Sector Equality Duty.

If reasonable force is used, please record the incident on CPOMS, with the parent or caregiver being informed on the same day that the incident took place.

SECTION 9: RECORDING, REPORTING AND MONITORING

- Staff and pupils will be encouraged to discuss and share the impact that approaches to behaviour are having on the school environment.
- All behaviour concerns and/or incidents will be logged using the school's safeguarding software – CPOMS
- Records should include:
 - a clear and comprehensive summary of the concern (without using emotive language or making any personal judgement)
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- all staff are expected to consider and follow GDPR guidelines when recording concerns or incidents.
- patterns of behaviour, possible causes and the impact of strategies used to transform behaviour will be regularly reviewed by school leaders.
- patterns of behaviour will be communicated to school governors via sub-committee meetings or through the Head Teacher report.

SECTION 10: OUTSIDE THE SCHOOL PREMISES

The school may take action against any child who is reported for bad behaviour or bullying off the school premises, if the child is;

- participating in a school-related activity
- travelling to or from school
- wearing school uniform

- the misbehaviour could pose a threat to another pupil or adversely affect the school's reputation, including cyberbullying, prejudice-based and discriminatory bullying

Any action taken will be proportionate to the misconduct and could include discussion with parents, school sanctions, and possible exclusion.

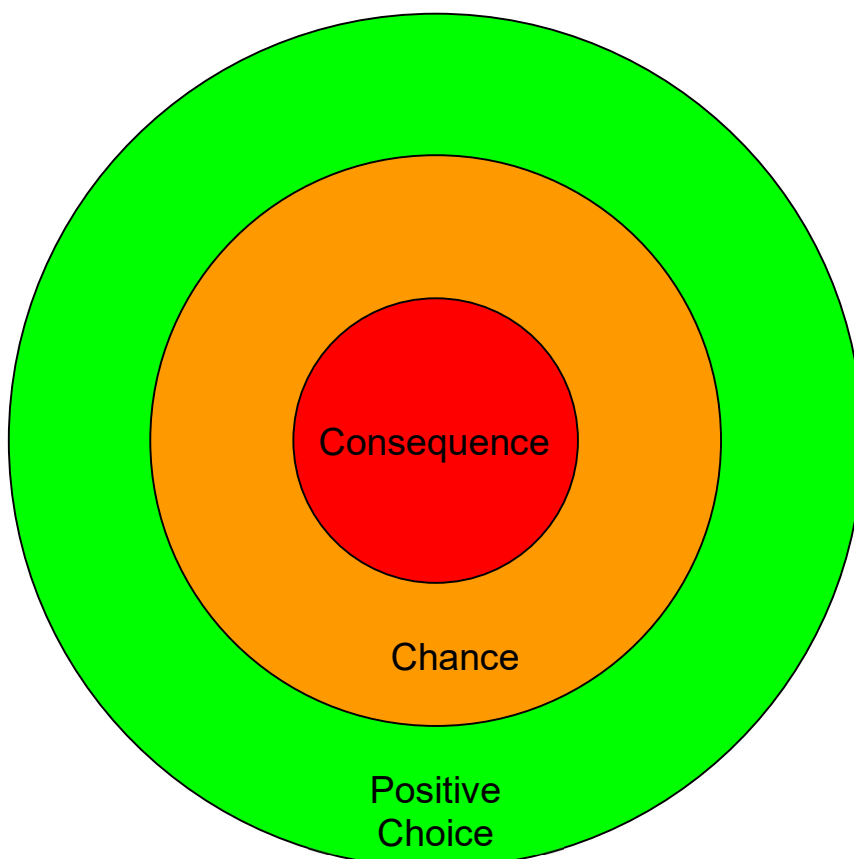
Children whose behaviour within school is such that it could pose a risk to themselves or others when on school visits will be subject to an individual risk assessment. If the school judges that the child's safety or that of others cannot be guaranteed as a result of their behaviour, it reserves the right to withdraw that child from the visit.

SECTION 11: MONITORING THE EFFECTIVENESS OF THE POLICY

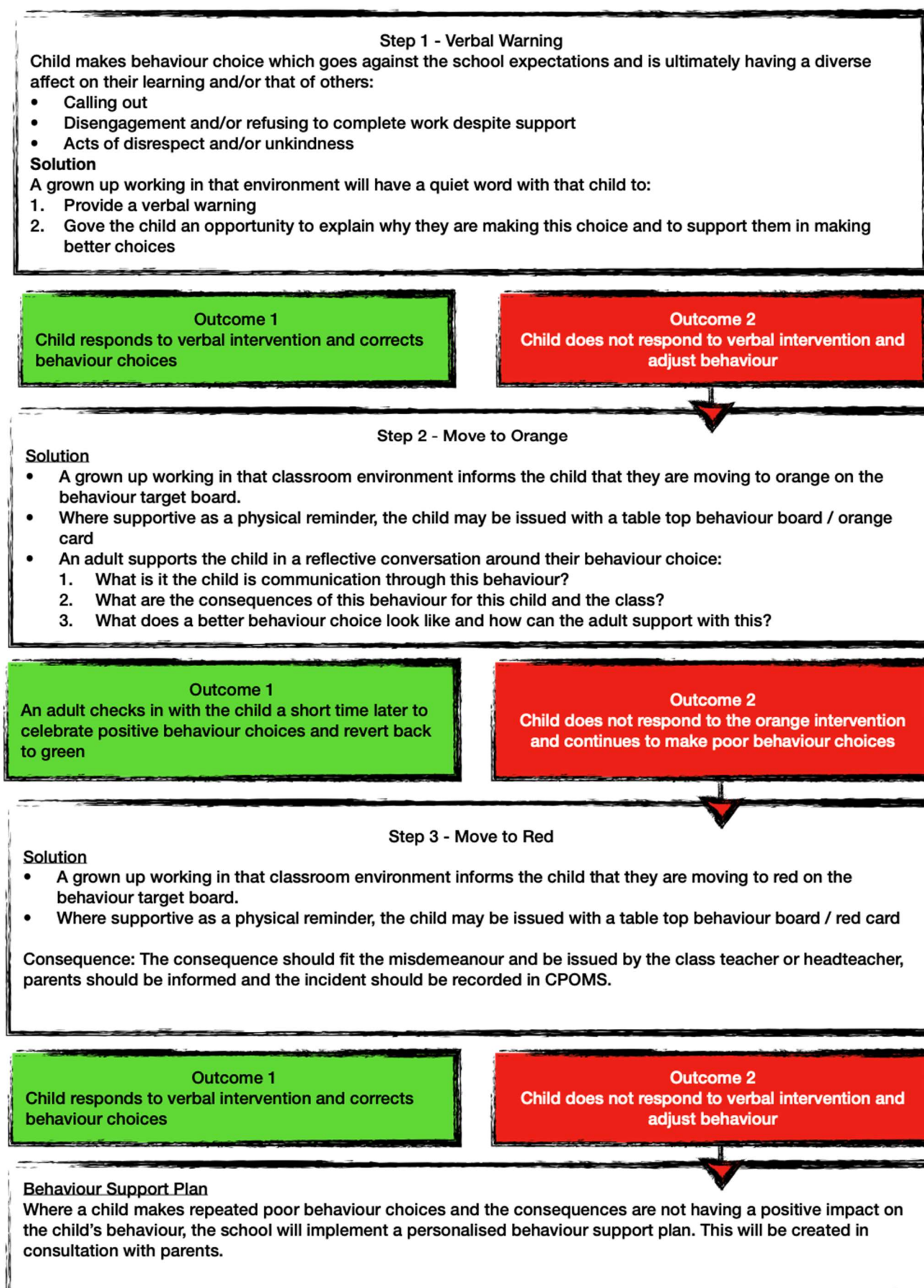
Annually (or when the need arises), the effectiveness of this policy will be reviewed by the headteacher and the safeguarding governor, and the necessary recommendations for improvement will be made.

APPENDICES

Appendix



Appendix B



Appendix C

Example Consequences

Behaviour Concern	Consequence
Misbehaviour in the playground	Time out on the bench
Repeated calling out in the classroom	Use of target board
Lack of effort in class	Repeating work in break time
Poor behaviour in class	Moved to a different position in or outside the classroom
Persistent rudeness	Use of target board, Individual Behaviour Plan

Appendix 4

Example of Dojo Points

Award	Award	Award
Value Award in Assembly	PE All Star Award	Politeness
Act of Kindness	Completed Homework	Effort in class
Act of Perseverance	Completed reading record	Helping peers
Act of Community	Showing Christian Values	Charity Work
Act of Creativity	House Competitions	Taking part in Atlas sporting competitions
Act of Happiness	Positive Role Model	MyHappymind