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**Coton-in-the-Elms C of E Primary School**

# Pupil Behaviour Policy

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**Reviewed by: Lee Smith**

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## 1. Introduction

At Coton-in-the-Elms Primary School we recognise that all pupils have the right to be educated in a safe, caring and supportive environment without distraction and disruption to their learning.

We believe that the responsibility for ensuring that our pupils develop self-discipline and an awareness of responsibility to others is a joint one between parents, pupils and staff.

The purpose of this policy is to make clear to everybody involved in the life of the school exactly what is expected of the pupils. It was written in consultation with all those expected to implement it, namely children, staff, parents and governors.

We hope that the guidelines suggested will help ensure that Coton-in-the-Elms Primary School continues to be a school where pupils are caring, responsible, trustworthy and honest.

## 2. Aims

In accordance with our school vision of P.E.A.C.E we aim:

- To value and appreciate one another, irrespective of age, gender, creed or race, and to acknowledge that everyone has a part to play within our school community;
- To provide a safe, caring and calm environment in which quality learning can take place;
- To promote fairness, consistency and clear expectations throughout the school community;
- To listen with respect to one another and be conscious to never damage another's self-esteem;
- To gain understanding and commitment regarding the policy from all members of the school community.

## 3. Our expectations of pupils

We expect children to:

- Follow instructions as and when they are given;
- Follow school routines;
- Show respect to both children and adults;
- Be polite and well mannered;
- Always tell the truth, even when they make a mistake
- Promote a positive image of the school buildings;
- Walk within the school in a quiet and orderly manner.



## 4. Encouraging good behaviour

### Our Rules

At Coton-in-the-Elms Primary School we have adopted rules in accordance with our school's vision.

We are gentle	<i>We don't hurt others</i>
We are kind	<i>We don't hurt anybody's feelings</i>
We listen	<i>We don't interrupt</i>
We are honest	<i>We don't cover up the truth</i>
We persevere	<i>We don't waste our own or other's time</i>
We look after property	<i>We don't waste or damage things</i>

As a reward for keeping the "Golden Rules" the children have "Golden Time" on Friday afternoons which provides a choice of different activities as a reward for keeping the "Golden Rules" during the week.

Children who break the rules lose part of their "Golden Time" in 5 minute intervals. Their picture is displayed on a tracker inside the classroom. Should the behaviour improve, Golden Time minutes can be earned back.

Every Friday the school also awards certificates to those who deserve a "Special Mention". These certificates are themed each week and one of our vision words is chosen as a focus: perseverance, enjoyment, awe and wonder, compassion, excellence. Certificates and photos are displayed in our school reception and names are added to the weekly Headteacher Blog.

At the end of each half-term, Golden Dove awards are presented to children who have worked hard for the whole term. A trophy and a bigger certificate is sent home as a reward and parents are invited to attend a special assembly.

## 5. Other Strategies

To support our behaviour strategy, we offer a differentiated curriculum aimed at meeting individual needs. There is also a range of extracurricular activities to help children become involved in school life in a positive way.

We:

- Explain and demonstrate the behaviour we wish encourage;
- Recognise and highlight good behaviour as it occurs;
- Praise children for behaving well;
- Encourage children to be responsible for their own behaviour;
- Reward individual children and groups of children for behaving well.



In addition to the Golden Rules we encourage the growth of positive behaviour by recognising and rewarding achievement in both academic and personal/social development as follows:

- Teachers' praise;
- Public praise – in rewards assemblies;
- Sending to Headteacher or other relevant members of staff for recognition;
- Awards of certificates/badges;
- Giving of special responsibilities;
- Choice of preferred activities during the week OR at specific times chosen by the teacher;
- Merit points and dip in a prize box;
- Inform parents of particular examples of good behaviour: e.g kindness, caring through notes home/word of praise at the end of the school day

#### *Class Rules:*

Each teacher will negotiate rules within their class. These will fall within the framework of the whole school rules/Golden Rules and will ensure appropriate attention to both rewards and sanctions.

## **6. Unacceptable Behaviour**

There is no place for violence, bullying harassment (racial, sexual or other), vandalism, and rudeness to adults, bad language or dishonesty within our school community.

Occasionally children may have difficulty with finding the right behaviour. There is a staged process within the area of Special Educational needs through which a child will progress. This will often involve help from an outside agency.

## **7. Behaviour Management**

When dealing with unacceptable behaviour, we are conscious to always maintain a child's self-esteem and communicate that is the behaviour that is bad not the child.

Deprivation of any part of the school curriculum should only be considered as a last resort. Extra work such as maths or writing, should not be given as this promotes a negative image of academic work, quite the opposite to our aim.

The adult responsible should deal with minor infringements at the time. It weakens the authority of those such as a class teacher and mid-day supervisors to make undue use of the hierarchy.

Management of poor behaviour should, whenever possible, be immediate and of an appropriate duration.



Strategies for minor infringements might normally include:

- Clear warning;
- Time out, at teacher's discretion (this must be supervised)
- Appropriate handling of attention seeking behaviour;
- Private verbal rebuke or reminder;
- Repetition of tasks if necessary;
- Removal from the scene of disruption:
- Isolation within the classroom;
- Withdrawal of privilege – loss of break time;
- Informing and discussing with parents;
- Home/School diaries.

For more serious offences or continued transgressions:

- Logging of incidents;
- Separating from class and referring to senior Teacher/Headteacher;
- Establishing a behaviour contract with child and parents;
- Begin the staged model of the Special Educational Needs Code of Practice.

In case of persistent or serious misbehaviour, pupils may be excluded from school:

- For definite period
- Permanently.

*See also policy for exclusion*

## **8. Physical restraint or guidance**

There may be rare occasions when, for a child's own safety, or for the safety of others, a child may need to be physically restrained by staff.

This will always be carried out in accordance with guidelines in the policy for physical restraint. Staff will use the minimum necessary force to achieve this.

*See also policy for physical restraint*

## **9. Parents**

Home is the most dominant influence in a child's affecting their attitudes and behaviour. We believe that parents want their children to be able to take full advantage of all the activities offered in school. Co-operation between parents and staff is essential.



School will do all it can help each pupil and we would be grateful if parents could help by:

- Talking to your child about the school's expectations on behaviour, thus supporting the school's behaviour policy,
- Responding to all communications about your child's behaviour,
- Ensuring that when you are on the school's premises, you show, by example that you are mindful of school's rules.
- At our induction afternoons for children new to the school the "Golden Rules" will be explained and in addition parents will be reminded of the "Golden Rues" at the start of each school year.

## **10. Mid-day supervisors**

Mid-day supervisors will be made aware of the behaviour policy and will implement the rules where they apply to them and their time with the children.

In the playground and the dining room, they try to be positive with the children and take notice of good behaviour, kind acts, etc. etc.

- Time out will be given for incidents and children will stand by the playground walls for these.
- In the event of more serious problems, children will be brought inside to the Senior Teacher in the first instance and the referred on to the Headteacher.
- Reward stickers for positive lunchtime behaviour are available, as well as a weekly lunchtime reward, to be presented at Friday awards assembly.

## **11. Version control & review**

This policy will be reviewed by Governors every year.

**Date of publication:** April 2019

**To be reviewed:** April 2020

**Reviewed by:** Susannah Clarke