



Coads Green Primary School Code of Behaviour and Discipline



Aims:

- To create an environment which encourages and reinforces good behaviour.
- To define and communicate clearly the acceptable standards of behaviour.
- To ensure a consistent approach is used.
- To promote self - esteem, self - discipline and positive relationships.
- To ensure the expectations and strategies are known and understood by Governors, staff, parents and pupils.

Our school rules are few and usually concerned with safety and consideration for others. They try to ensure the smooth running of the school and encourage mutual respect and self-discipline.

We try to maintain an atmosphere of order and use a positive, firm approach that provides conditions for effective teaching and learning.

Children need to understand the consequences for the behaviour choices that they make – both good and bad. In dealing with the latter, it is also important that they see the behaviour as the problem, not themselves as bad. In so doing, change becomes possible as they learn to make more responsible choices.

In order to ensure that our Code of Behaviour is effective in school, it is important that all children and their families are clear about what is expected. To support this code, we have a very clear system of rewards and sanctions that is followed throughout the whole school, but remember that we prefer to reward rather than punish. Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

3 Rules for Life

We have 3 Rules for Life:

- **Show good manners at all times**
- **Care and respect everyone and everything**
- **Follow instructions with thought and care.**

These rules have been adopted through the whole school.

Staff regularly discuss progress and initiate agreed change in rewards and sanctions where it is felt necessary. The children are involved in the review through assemblies, PHSE, School Council and RTime.

The Reward System Structure

The overarching theme will be the 3 RTime Rules for Life

There will be 3 strands:

1. BEHAVIOUR REWARD

Golden tickets will be used at lunchtime and playtimes (after request from the

children) to reward pupils using our 3 Rules for Life. These will be placed in the top hat and at each Celebration Assembly; one ticket will be pulled out. That pupil will win a prize.

2. ACADEMIC REWARD

The class based system will consist of Lenny's Learning Points and will be tallied for each individual child by the class teacher. In Celebration Assembly, a 1st, 2nd and 3rd certificate will be awarded to the 3 pupils with the highest number of Lenny's Learner Points for each class.

Merits will still be awarded for outstanding achievement.

Merit Awards for exceptional behaviour or work can be given by all members of staff when appropriate. These will be collected in a Merit Book and a postcard will be sent home for the parents/carers to see. The following awards will be given:

- 10 merits; a special pencil
- 20 merits; Bronze badge
- 40 merits; Silver badge
- 60 merits; Gold badge
- 80 merits; Cream tea

CELEBRATION ASSEMBLY

A £5 Tesco voucher will be awarded for the Golden Ticket pulled out of the Sorting Hat.

Merits and the Scroll of Honour will be read out at Celebration Assembly.

Sanctions for unacceptable behaviour

There are occasions, however, when children do not follow our Code of Behaviour and Discipline. It is important that pupils understand that there are **consequences** in place for them when their behaviour lapses and they cause concern to others or disrupt the environment of the class, playground or school.

Adults will be aware that some kinds of behaviour may arise from a child's individual needs.

The staff have developed a list of sanctions or consequences ranging from an immediate warning to more serious sanctions depending on the extent of the unacceptable behaviour and the attitude of the pupil.

We have agreed that adults will not shout or raise their voices in a threatening way. They will instead, lower the voice and encourage eye contact (unless this is culturally inappropriate).

Ways of dealing with poor behaviour include moving of children both within and from the room, the loss of playtime, or being sent to the Head teacher or an appropriate adult in his/her place. Parents will be notified of any continual misbehaviour and expected to work with the class teacher and the school to attempt to improve the situation.

Behaviour Diaries

Behaviour Diaries will be used when appropriate and their use will be agreed by parents, the child in question, and school staff. This diary is used to provide a clear communication channel between home and school and both the school and parents/carers will be expected to contribute to it. It is important that good behaviour is recorded and valued as well as poor behaviour.

A system of cooling off time and a place for this will be provided to allow children to reflect on their actions and calm down.

Physical restraint

Physical restraint, such as holding, will be used only to prevent physical injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded, and the parent informed the same day. Staff using these techniques will be trained in the "Team Teach" method.

Consequences of poor behaviour

In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is not welcome.

Although this list of sanctions follows a clear order and pupils are given a daily fresh start, there are some acts of misbehaviour which have been deemed totally unacceptable.

Order of sanctions

1. Private disapproval – frown, sign, head shake
2. First reprimand – reminder of rule
3. Second reprimand means loss of 5 minutes privilege time.
4. Child sent to another teacher
5. No improvement – sent to head teacher
6. No improvement – parents informed.
7. No improvement – parents informed again, and behaviour plan drawn up. Inclusion on SEN register
8. No improvement- Exclusion

Help Cards

A "Help Card" is in each room and can be taken by a child to another member of staff to summon immediate help in the case of any emergency. A helping hand card will also be used if help is needed but is a non emergency.

It is important that if the Code of Behaviour in school is to be successful that it is supported by all children, parents, staff and governors. Our aim is to create and maintain a school that is safe, caring and as happy as possible for all who are part of the environment.

We ask all parents to read and discuss the Code of Behaviour and Discipline with their children. If any parent would like to talk about any of the matters raised, a meeting to discuss concerns can be arranged with the Head teacher and a member of the staff.

Approved by:
Governing Board

Date: Autumn Term 2024

Last reviewed on: September 2024

Next review due: September 2026 (or before as required)