

Cedars Manor School



BEHAVIOR POLICY

Article 2: Every child has the right to be treated equally and with respect

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| Approved by: | Governors | Date: October 2025 |
| Last reviewed on: | October 2025 | |
| Next review due by: | October 2026 | |

Planting the Seeds for a Successful Future

1. Aims and Expectations

At Cedars Manor Primary School, it is important that every member of the school community feels valued and respected. We believe that good behaviour is essential to providing a good education, and that all pupils and staff should have access to a calm, safe and supportive environment where they can thrive. At Cedars Manor we believe that as educators we are planting the seeds for a successful future for all our learners, this is promoted through our values, these are: **Be Ready - Be Respectful - Be Safe - Be Responsible - Be Resilient - Be Courageous.**

Cedars Manor Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone, staff, children and parents alike, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same. Our behaviour policy guides staff to teach pupils self-discipline.

The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way.

The school rewards good behaviour, as it believes this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour in line with the school's values, rather than merely deter anti-social behaviour.

The school does not tolerate bullying of any kind and has a separate Anti-Bullying Policy.

2. Behaviour Code

Our behaviour code is at the heart of our expectations of behaviour and our strategies for promoting positive behaviour.

- Pupils should behave in a way that causes no harm to others. This means not saying or doing things that are hurtful or offensive.
- Pupils should not damage property, nor harm the reputation of the school. This applies to school visits and/or when representing the school at events.
- Pupils should listen carefully to all school staff and speak to them politely and with respect.
- Pupils should display good learning habits at all times, not distracting or annoying others but showing courtesy and consideration to all.
- Pupils should behave in the 'online world' as they are expected to behave in the 'real world'.
 - Pupils should wear full school uniform with pride and be appropriately dressed for all school activities
- Pupils should move calmly and safely around the school.
- Pupils must not leave the classroom or school premises during the day without permission.

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- Pupils agree to abide by the behaviour policy of the school.

The code of conduct is shared with all pupils and their parents when they join the school. They are expected to sign it and abide by it at all times.

Alongside the code of conduct, pupils and their teachers create class rules together at the start of each school year and which are displayed in the classrooms.

It is the responsibility of the whole school community to create a safe, orderly and calm environment conducive to successful teaching and learning. The curriculum must be relevant, planned and appropriately delivered to cater for all children's needs in order for them to be well motivated and successful. We should all promote a good role model in order to encourage children to develop self-esteem and self-discipline and to realise their full potential.

We believe in fairness and an approach that celebrates difference. Fairness at Cedars Manor does not mean everyone getting the same thing, but everyone getting what they need to be successful – equity rather than equality.

We believe that behaviour expectations begin on the walk to school, continues as children enter our school site and until the children are safely home at the end of the day. Therefore, staff play an active role in ensuring behaviour across the school at all times of the day is monitored and interventions are used where necessary. It is particularly important to be consistent in this: ensuring that all staff expect movement through the school to be safe and calm, that doors are held open for one another and greetings are reciprocated amongst other basic expectations.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

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- Stolen items
- Cigarettes, Lighters, Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

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4. Roles and Responsibilities - Expectations of Adults

Expectations of every adult We expect every adult to:

- Meet and greet at the door/gate
- Refer to our school values at every opportunity
- Model positive behaviours and build relationships
- Plans lessons/sessions that engage, challenge and meet the needs of all children
- Use visible recognition throughout every lesson (e.g. House Points)
- Be calm and give appropriate time when going through the steps. Prevention strategies before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with children
- Use the agreed script when dealing with misbehaviours
- Never ignore or walk past children who are not behaving appropriately
- Be a presence and a role model at all times within the school building

Expectations of Middle Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Middle leaders will:

- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning children to listening by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of House Points, positive notes, postcards and positive phone calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

Expectations of Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

- Take time to welcome children at the start of the day

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- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing children with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy or practice
- Regularly review provision for children who fall beyond the range of written policies
- Ensure behaviour policy and practice form part of all new staff induction

Governors will:

- Review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Parents will:

- Support their child in adhering to the Pupil Behaviour Code
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. To Promote Good Behaviour – Rewarding Positive Behaviour Choices

The use of praise is the key to developing a positive atmosphere in the classroom and around the school. It supports the development of positive relationships including those with children who are the hardest to reach. Although there are tiered awards staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The following rewards are used school-wide:

- Verbal praise – ongoing and daily
- Visible rewards – stickers, smiley face recognition
- Dojo Points
- **Certificate Awarded - Bronze 100 points, Silver 200 points, Gold 300 points, Platinum 500 points**
- Positive notes, messages/phone calls home
- Visits to other classes, middle and senior staff
- Good Work Celebration Assembly

Dojo Points System

Any member of staff can award Dojo Points to any child, at any time and for any reason if they are caught demonstrating the school's values. Children can also be awarded Dojo points for representing themselves, their class or school, effort, good attitude or by demonstrating good manners.

Teachers should use their professional discretion to make their judgements.

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To ensure even-handedness and proportionality you cannot give out more than 5 Dojo points for each event / reason.

When a child has achieved:

100 Dojo Points – Bronze Certificate is given

200 Dojo Points – Silver Certificate is given

300 Dojo Points – Gold Certificate is given

500 Dojo points – Platinum Certificate is given

Certificates will be awarded during a Good Work Assembly to celebrate achievements.

Examples:

| | |
|---|--------------------|
| Impressive Classwork; effort; has to be over and above e.g. very well presented or doing more than is necessary. This includes showing courage/confidence in trying to answer questions that are challenging in class or undertaking additional research. | 1 or 2 Dojo points |
| Impressive Home learning; effort; more than just being handed in e.g. does more than has been asked; is very well presented; or shows a creative approach. | 1 or 2 Dojo points |
| Taking part in a school activity successfully e.g. a Class Assembly or workshop. | 1 or 2 Dojo points |
| Displaying excellent manners and politeness; being well behaved or showing team spirit and camaraderie by working well in a group. | 1 or 2 Dojo points |
| Being in a successful sporting team / group that represents the school in all school and house events. | 1 or 2 Dojo points |
| Successfully demonstrating the school's values, e.g. demonstrating resilience or courage, being respectful to others | 1 or 2 Dojo points |
| Meeting weekly reading target | 5 Dojo points |
| Outstanding contributions in school / at home | 4 Dojo points |
| Completion of Duke of Cedars projects | 5 Dojo points |

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6. Managing Behaviour

Our primary aim is to engage children with their learning activities in school. For the vast majority of our children a gentle reminder of our expectations is all that is needed.

Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time (e.g. to complete work in another area/ classroom).

We will always seek to praise the behaviour that we want to see. We aim not to give attention to poor behaviour and therefore not reward attention seeking behaviours.

All children are treated as individuals, considering what we as professionals know works for them and their unique circumstances.

It is impossible to move through any steps of the policy without allowing children appropriate 'take up time'. The length is not set – it is unique to the individual circumstances and child.

The Triangle System

A triangle system is used in each class to reinforce positive behaviour and to steer children into making correct choices. The triangle system allows children to address inappropriate behaviours and quickly redirect them so that behaviours do not escalate.

| 1 line of a triangle | 2 lines of a triangle | A complete triangle | Strike through triangle |
|-----------------------------|------------------------------|----------------------------|--------------------------------|
| Redirection | Reminder | Verbal Warning | Internal Referral |

Practical Steps in Managing Poor Behaviour

We have adopted a range of responses for dealing with inappropriate behaviour which we have categorised according to the nature of the intervention. Each 'step' is designed to give children the opportunity to rethink their behaviour and make positive choices, in line with our school values.

These steps of intervention are applied flexibly to consider the needs and behaviours of each child. For some children, for example, a quiet word at playtime will be more appropriate than addressing their behaviour 'in the moment'. The expectation of good behaviour choices remains; the approach taken at each step may differ.

Throughout our approach to responding to poor behaviour choices, our aim is to de-escalate; always giving children time and space to make good choices in a calm and considered manner. For this reason, we must avoid confrontation wherever possible. We recommend a 'behaviour toolbox' approach where a range of methods and techniques are used to de-escalate, respond to poor behaviour choices, and secure positive behaviours.

The levels of intervention for managing the behaviour of children are:

| | | | |
|---------|--------|----------------|---|
| Stage 1 | Step 1 | Redirection | Gentle encouragement, a 'nudge' in the right direction |
| | Step 2 | Reminder | A reminder of the expectations and our values – delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage |
| | Step 3 | Verbal Warning | A clear verbal caution, delivered privately wherever possible, making the learner aware of their behaviour and |

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| | | | clearly outlining the consequences if they continue, alongside a reminder of the expectations and values |
| | Step 4 | Internal Referral | At this point the learner will be referred internally to another room for the remainder of the lesson. This could be a parallel teacher or a member of staff in a different part of the school. The expectation of learning remains – the child should complete the current activity set. |
| | Step 5 | Reflection | <p>A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support with the reparation process. The staff member will reaffirm their commitment to building a trusting relationship. Staff members will take responsibility for leading reparation meetings. Senior leaders will support when requested.</p> <p>These meetings are structured around the following questions:</p> <ol style="list-style-type: none"> 1. What has happened? 2. What were you thinking at the time? 3. Who has been affected by the actions? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can we do things differently in future? <p>For some children, particularly our younger children, these questions may be too much. Instead we would choose the most pertinent (often 1, 3 and 5).</p> |

All these are undertaken by the class teacher / support staff and are part of the high quality first teaching we expect from all staff.

Certain children may require a higher level of intervention or the support of more senior member of staff. These are set out in the following table of level 2 and level 3 behaviours.

| | | |
|---------|--|--|
| Stage 2 | Involvement of a Middle Leader in your Key Stage | <p>If poor behaviour becomes persistent, or if the misdemeanour is judged immediately serious enough to warrant it, the class teacher will ask for the involvement of the Middle Leader. This may be ‘in the moment’ or at another time (such as playtime or lunchtime). It is better for the child to speak to the Middle leader at a mutually agreed time. This must be logged by the class teacher on CPOMS as soon as possible.</p> <p>Immediate stage 2 behaviours include;</p> <ul style="list-style-type: none"> • Swearing • Use of Physical Force |
| Stage 3 | Involvement of Assistant Headteacher / Headteacher | <p>If Level 2 behaviour persists, or if the misdemeanour is judged immediately serious enough to warrant it, a child will be sent to the Assistant Headteacher in the first instance. It is better for the child to speak to the senior leader at a mutually agreed time. This must be logged by the class teacher on CPOMS as soon as possible.</p> |

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| | | Immediate Stage 3 behaviours include, but are not limited to: <ul style="list-style-type: none">• Use of physical force (with aggression)• Swearing at staff• Dangerous, unsafe behaviour choices• Bullying |
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All incidents at Stage 1, Stage 2 and Stage 3 are recorded on CPOMS (Behaviour) and reviewed on a weekly basis by Senior Leadership Team. Persistent Stage 1 behaviours may lead to a stage 2, where a behaviour letter is issued.

Wherever possible, we observe the principle of ‘public praise, private sanction’. We aim to de-escalate behavioural mistakes and avoid confrontation.

Reflection meetings are infrequently formal. The adult behaviour is key during these meetings – they are restorative and relationship focussed and not punitive.

If the interventions described above are unsuccessful for any child in securing behaviour which is conducive to learning for that child and others, the Headteacher / Assistant Headteacher will support the class teacher to introduce strategies which are additional to those outlined above. These may include:

- Meetings with parents
- Formal written warnings (Behaviour Letters)
- Time away from other pupils during unstructured times (eg: playtime / lunchtime)
- A Behaviour Report (Daily Log)
- Behaviour support plan
- Pastoral support plan including social story work
- Internal exclusion
- Suspension
- Permanent exclusion

Although usually a last resort, a suspension or exclusion will always be considered appropriate in cases of violence, aggression or threatening behaviour towards an adult in school.

Child-on-Child Abuse

The above sanctions are in place should incidents of child-on-child abuse occur. Measures to prevent such incidents occurring can be found in our Anti-Bullying Policy, as can support measures for the victims of the abuse and the perpetrator.

De-escalation

All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to understand what the behaviour of a child might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. Rationalise their worries and or concerns

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In line with a de-escalation approach, staff follow a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
- Staff should always help children to try to reduce conflict and to avoid escalating any situation
- The importance of using a calm stance and de-escalation script in a conflict situation
- ‘Recovery time’ should be given for the child to calm down after an incident, after which time there should be an opportunity for a restorative conversation.
- The importance of being proactive in managing children’s behaviour i.e. trying to avoid situations which may cause conflict
- The importance of recording incidents and the harm caused by them

The following de-escalation script is a prepared script to that will be used when a child is trying to engage adults or others in conflict.

The script all staff should use is:

- Child’s name - I can see something has happened.
- I’m here to help.
- Talk and I’ll listen.
- Come with me and ...

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down. As a school, we use the zones of regulation to allow children to identify when they are becoming agitated or need support to help them maintain a positive attitude. This is very much orientated towards a de-escalation approach. Our behaviour support plans, are used when there is a need to have a more structured approach for certain children, are clearly aligned with this approach

The use of The Zones of Regulations helps children to;

- Understand themselves better
- Learn to co-regulate, through adult modelling techniques and strategies
- Manage their own emotions independently, learning to self-regulate

7. Children with Special Educational Needs or Disability (SEND)

For some children, often classified as having social, emotional, behavioural or mental health difficulties, the school will need to respond in a way that is additional to or different from other children in order to positively manage their behaviour. At Cedars Manor School we have a Mental Health Lead and a Pastoral Lead who works closely with pupils and families to support children who demonstrate behavioural challenges.

For children with SEND, the school will always seek to make reasonable adjustments to ensure that their needs are met in school.

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Children with SEND will be supported through individual plans, which may include one or more of the following:

- 'Assess, Plan, Do, Review' summary
- SEND Plan - Behaviour Improvement Plan
- Social Story
- Pastoral Support Plan
- Time in the sensory room

8. Working with Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school behaviour code in information packs for new parents, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to a member of the Senior Leadership Team.

9. Suspensions and Permanent Exclusions

In some cases, for a serious breach of the school's code or for persistent disruptive behaviour, the school will consider a suspension or permanent exclusion. Alternatives to suspension/ exclusion will always be considered.

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make any such appeal.

The headteacher informs the Local Authority and the governing board about any permanent exclusion, and about any suspensions beyond five days in any one term.

The governing board itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

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Parents have a legal responsibility, under Section 103 of the Education and Inspections Act 2006, to ensure that their child is not present in a public place without reasonable justification during the first five days of each and every fixed term or permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises.

10. Physical Intervention and Reasonable Force

There are occasions when physical contact with a pupil is lawful, proper and necessary, for example to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. The school has a separate policy on the use of physical intervention and reasonable force and training.

11. Search for, and Confiscation of, Inappropriate Items

A member of staff may confiscate, retain or dispose of a pupil's property. The member of staff has no liability for damage to, or loss of, any confiscated items.

A member of staff has the power to search, without consent, for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for. Confiscated items will be returned to the child's parent unless the headteacher deems it necessary to refer the item to an external agency, such as the police.

A member of staff will not conduct a search by themselves and will ensure a colleague is present.

12. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, Cedars Manor School will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, at Cedars Manor School we will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or

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malicious, Cedars Manor School (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs further support, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

At Cedars Manor we will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and Arrangements for Managing Allegations of Abuse Against People who work with Children or Those who are in a Position of Trust Policy for more information on responding to allegations of abuse against staff or other pupils.

13. Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The class teacher records those children who have had been responded to at Stage 2 or Stage 3. The Headteacher keeps a record of any pupil who is suspended, or who is permanently excluded.

14. Governance

Statement of Behaviour Principles will be reviewed annually by the Full Governing Body and give guidance to the Headteacher when reviewing the Positive Behaviour Policy.

15. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- a. [The Equality Act 2010](#)
- b. [Keeping Children Safe in Education 2025](#)
- c. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England, September 2023](#)
- d. [Behaviour in schools - Advice for headteachers and school staff – 2022](#)
- e. [Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities – Published: May 2022 - Applies from: September 2022](#)
- f. [Use of reasonable force in schools](#)
- g. [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

At Cedars Manor we will communicate this policy to parents and carers via the School Website (School Information (England) Regulations 2008).

This policy should be read alongside our Staff Code of Conduct, Teaching Standards, Anti-bullying Policy, Safeguarding and Child Protection Policy, Child on Child Abuse Policy, Online Safety and Acceptable Use Policy, British Values Statement and SEND Information Report and Policy, Attendance Policy and Low-Level Concerns Policy.

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Cedars Manor School Governors' Statement of Behaviour Principles

At Cedars Manor School, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same.

Our behaviour principles are guided by the following key aspects:

Safety: The safety and well-being of every member of our school community is paramount. All members of the school community should feel safe, respected, and free from any form of bullying or discrimination.

Respect: We believe in mutual respect between all members of the school community, including pupils, staff, parents, and visitors. We celebrate diversity and promote inclusivity.

Learning: Our primary aim is to ensure that all pupils can learn and achieve their full potential. Disruptive behaviour that hinders learning will not be tolerated.

Consistency: We believe in a consistent approach to behaviour management across the school, with clear expectations and consequences that are understood by all.

Positive Reinforcement: We emphasise the importance of praising and rewarding good behaviour to promote a positive school culture.

Fairness: All pupils will be treated equally and fairly, with any behavioural sanctions applied consistently and proportionately.

Personal Responsibility: We encourage pupils to take responsibility for their actions and to understand how their behaviour affects others.

Support: We recognise that some pupils may require additional support to meet behavioural expectations, and we are committed to providing this support where needed.

Restorative Approach: We believe in the power of restorative practises to resolve conflicts and repair relationships.

Partnership: We value strong partnerships between the school, parents, and the wider community in promoting good behaviour.

These principles will guide the Headteacher in drafting and implementing the school's behaviour policy. The policy will clearly state the school's rules, rewards for good behaviour, and consequences for misbehaviour. It will also outline the roles and responsibilities of pupils, staff, and parents in maintaining high standards of behaviour.

This statement of principles will be reviewed annually by the governing body, in consultation with the Headteacher, staff, pupils, and parents, to ensure it remains effective and relevant to our school community.

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Appendix 1: Behaviour Codes for Reporting Stage 1

Stage1 Behaviour Codes for CPOMS reporting

The following codes should be used to record stage 1 behavior on CPOMS.

A: Being disrespectful

- Being rude to adults
- Not following instructions
- Not listening to adults

B: Interrupting learning

- Calling out
- Deliberate disruption

C: Leaving the classroom without permission

D: Using unkind vocabulary

- Language such as idiot, shut up, stupid

E: Swearing

- General use of swearing without intent - eg: oh sh**

F: Pushing without aggressive intent

- Pushing each other in the line
- Pushing one another as a joke

G: Play fighting

H: Causing harm unintentionally


- Hurting others unintentionally through unsuitable behaviour

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Appendix 2: Behaviour Report Card


| | | | |
|--|----------------------------------|--|----------------------------|
| T H U R S D A Y | <i>R E A D Y</i> | <i>R E S P E C T F U L</i> | <i>S A F E</i> |
| AM (1) | | | |
| Break | | | |
| AM (2) | | | |
| Lunch | | | |
| PM | | | |


| | | | |
|--|----------------------------------|--|----------------------------|
| F R I D A Y | <i>R E A D Y</i> | <i>R E S P E C T F U L</i> | <i>S A F E</i> |
| AM (1) | | | |
| Break | | | |
| AM (2) | | | |
| Lunch | | | |
| PM | | | |




Behaviour Report Card

At our school we will....


be ready


be respectful


be safe

....be the best that we can be!

Parent Sign

Parent Sign

| | | | |
|--|----------------------------------|--|----------------------------|
| M O N D A Y | <i>R E A D Y</i> | <i>R E S P E C T F U L</i> | <i>S A F E</i> |
| AM (1) | | | |
| Break | | | |
| AM (2) | | | |
| Lunch | | | |
| PM | | | |

Parent Sign

| | | | |
|--|----------------------------------|--|----------------------------|
| T U E S D A Y | <i>R E A D Y</i> | <i>R E S P E C T F U L</i> | <i>S A F E</i> |
| AM (1) | | | |
| Break | | | |
| AM (2) | | | |
| Lunch | | | |
| PM | | | |

Parent Sign

| | | | |
|--|----------------------------------|--|----------------------------|
| W E D N E S D A Y | <i>R E A D Y</i> | <i>R E S P E C T F U L</i> | <i>S A F E</i> |
| AM (1) | | | |
| Break | | | |
| AM (2) | | | |
| Lunch | | | |
| PM | | | |

Parent Sign