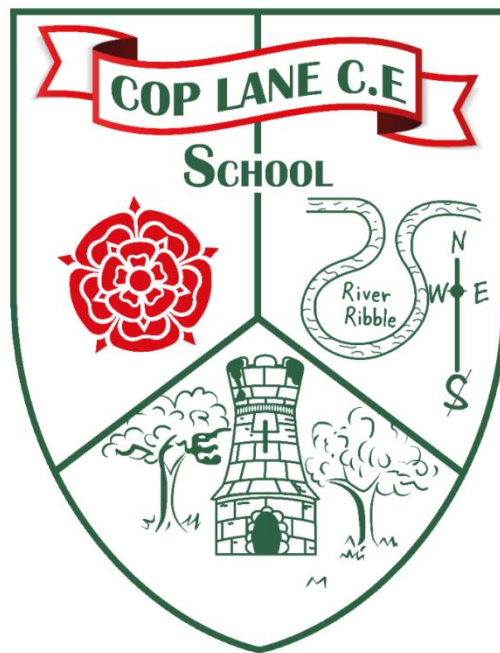


Cop Lane C.E. Primary School



Behaviour Policy Spring 2025

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

At Cop Lane C.E Primary School it is our intent to nurture and develop the whole child. The mission statement sets out our rationale for life and work in school with reference to;

- The high quality of education and opportunities we offer our pupils,
- The commitment, concern and care shown to the whole community involved with the school through a strong sense of Christian values,
- The high expectations we have of all in whatever task we undertake.

Aims

Our aims at Cop Lane C.E Primary School are:

- To deliver a high-quality education in a welcoming, friendly and supportive environment where Christian values are central to the ethos of the school and its teaching,
- To have consistently high expectations which encourage each child to achieve their maximum potential, regardless of faith, gender, race or ethnicity,
- To provide a stimulating and caring environment where self-discipline, respect for others and good manners are valued and encouraged,
- To continually foster positive links with parents, governors, children and staff, enabling the school to play a positive role in the wider community in which it is placed,
- To create an ethos where achievement, in its widest sense of the word is celebrated, where individuals are valued and a life-long love of learning is fostered.

Together, following Jesus' teaching, we aim to develop mutual respect and responsibility for all members of our school community. Through effective teaching, and by expecting the highest of standards, we seek to value the achievements of all and create a safe, caring environment in which the whole child is nurtured.

Governor's statement of principles for effective behaviour management

The following principles have been agreed by the Governing Board to inform and direct the Behaviour Policy. Through the Behaviour Policy, the school will promote and teach our school's Christian values we learn from the example of Jesus Christ: -

- Service
- Peace
- Trust
- Forgiveness
- Hope
- Thankfulness

Such values in turn promote not only the Christian ethos and aims of Cop Lane C.E School, but assist in the preparation of the children for the responsibilities and duties of adult life. When dealing with behaviour the nature of the behaviour, age of the child and individual circumstances will always be considered.

This Behaviour Policy is focused upon the positive in that it enhances self-esteem, truth and good relationships and emphasises rewards rather than sanctions, however sanctions will be made where necessary. Rules will be kept to a minimum and expressed in positive terms when possible. Sanctions, which are humiliating or demeaning, will never be used.

This Behaviour Policy should be clearly understood by all members of the school community – pupils, parents, governors, teaching and support staff. The Behaviour Policy will offer support systems for staff who, in turn, have a responsibility to set a good example to children and to contribute to the support systems. It should be viewed in conjunction with the anti-bullying policy and the safeguarding policy including child-on-child abuse.

Principles

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and pupils' needs (whether bully or targeted pupil) need to be separated from their behaviour.
- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention.
- Where a concern arises, staff will receive ongoing support from the Senior Leadership Team.
- Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information meetings, parents' evenings, and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

Responsibilities

Cop Lane C.E Primary School is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

Group	Rights	Responsibilities
Pupils	<ul style="list-style-type: none">-To be safe.-To be treated fairly and with respect.-To learn without unnecessary interruption.-To be listened to.-To have work set with appropriate levels of supports and challenge.	<ul style="list-style-type: none">-To follow the Cop Lane's School rules.-To accept responsibility and consequences of their actions.-To respect the adults with whom they work with and be tolerant and understanding of others.-To be kind, helpful and caring for others, especially on the playground.-To respect other peoples' property and the schools'.-To work hard in class to the best of their ability and do their homework.
Headteacher	<ul style="list-style-type: none">-To implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.-To ensure the health, safety and welfare of all children in the school.	<ul style="list-style-type: none">-To support the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.-The Headteacher has access to all CPOMS incidents/ investigations.-The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion the Headteacher will inform the school governors.
Staff	<ul style="list-style-type: none">-To have the support of a Behaviour Policy.	<ul style="list-style-type: none">-To respect each individual.

	<ul style="list-style-type: none"> -To be safe. -To be treated fairly and with respect. -To teach without unnecessary interruption. -To be listened to and supported by senior/other staff when dealing with pupils demonstrating challenging behaviour. 	<ul style="list-style-type: none"> -To set high standards and expect them to be reached. -To offer children a balanced curriculum and to ensure that the work offered is related to each child's level of learning and potential. -To ensure that lessons are interesting and stimulating. -To inform parents of their child's educational progress and their attitude to learning. -To treat each member of the school community equally regardless of race, creed, gender or sexual orientation. -To encourage and reward good effort and positive attitudes to learning and behaviour. -To create a safe, bright and pleasant environment that is purposeful and well-organised. -Make known the rules of the school, classrooms and playgrounds. -To follow Cop Lane's policy and use rules, sanctions and reward systems clearly and consistently. -To be a good role model. -To make children aware of the Christian values in their everyday lives. -Ensure that children are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour. -Hold regular worships on themes of behaviour, respect, British values etc. -To work together as a team to support children's positive behaviour. -To be particularly vigilant during Computing lessons to ensure appropriate, effective and safe pupil use. (Also refer to the Online-Safety Policy) -To support one another as a cooperative staff team. -To be punctual when on duty. -To have self-discipline in emotional reactions to situations that arise. -To carry out an ultimatum.
Parents	<ul style="list-style-type: none"> -To be informed about their child's behaviour – positive or negative. -To receive appropriate and sensitive support when necessary. 	<ul style="list-style-type: none"> -To follow Cop Lane's behaviour policy. -To support and co-operate with the school in disciplining their child and foster a good relationship with the school. -To be aware of the school rules and expectations and support the school in implementing these. -To ensure that each child attends school daily, ready for learning (e.g. well rested

		<p>and fed) and arrives punctually at school between 8:45am-8:55am and collected at 3:15pm.</p> <ul style="list-style-type: none"> -To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements. -To encourage children to do their homework and offer support with this. -To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour. -If parents/carers wish to speak to the class teacher, appointments can be made at the school office. -To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence. -To ensure that contact details are up to date, for use in an emergency. -To encourage independence and self-discipline. -Act as good role-models for their children.
Governors	<p>-To receive information from the Headteacher about standards of behaviour and about pupil exclusions when necessary.</p>	<ul style="list-style-type: none"> -The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. -The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. -To be supportive of the Headteacher.

School rules

Rules for the school have been drawn up by all staff, children and a selection of governors. They are grounded in the school's mission statement and fall broadly into the categories of: -

- Respect for myself
- Respect for others
- Respect for property/environment

The 6 school rules are as follows.

- We use our hands, feet and objects kindly (and never to hurt others)
- We talk quietly
- We listen when an adult is speaking

- We walk around the school building
- We act on an instruction straightaway
- We treat each other the way we would like to be treated.

Discussion with children will take place in worship and classes to ensure children understand and take ownership of the rules. Consequences of breaking the rules will also be established with the children. The school rules will be displayed around school and in each classroom as a constant reminder; e.g. misbehaviour can be interrupted by asking the child which rule is being broken, requiring the child to think and respond rather than just stop misbehaving - thus encouraging self-discipline.

Class Code of Conduct

Expectations will be established by the class teacher in consultation with the children at the beginning of the year to ensure children are clear about expectations of working noise, movement around the classroom, independent working procedures etc. as well as consequences of inappropriate behaviour. Behaviour in the classroom is guided by our mission statement which is on display in each classroom. Staff use a range of strategies to maintain good behaviour including, thinking time, time out, circle time etc.

Playtimes and Lunchtimes

The priorities for break and dinner duties are to ensure:-

- The safety of pupils.
- Good behaviour in the playground and travelling around school.
- That pupils learn how to play and interact in a purposeful way, as well as remain active to promote a healthy life style.

Playground buddies

The school has a peer monitor system in place, known as 'Playground buddies'. Within the Autumn term, Year 6 children have responsibilities at break and lunchtimes which aid the smooth running of the school and promote reconciliation and good behaviour, as well as ensuring the new Reception intake have a smooth transition process. These children know to report to any member of the welfare team at lunchtime and are aware that their role is to promote positive behaviour as well as support their Reception buddy.

In the dining hall children will be encouraged to:-

- Come into the hall quietly and sensibly and line up sensibly.
- Use good manners and conversation, using indoor voices.
- Use knives and forks correctly.
- Sit on chairs correctly.
- Clear away after themselves.

Effective lunchtime behaviour is reinforced through the incentive of 'Come Dine with Mr Ashmore' and house points. All staff reinforce expectations routinely and through visual actions, where possible.

Playtimes

Teachers and teaching assistants stand outside their classrooms and supervise children walking

through school. When the whistle goes at the end of break, teachers/teaching assistants ensure that children stand still and quiet. Each teacher or teaching assistant goes onto the playground to their class lining up. Classes are led/sent in one at a time through positive behaviour approaches e.g. 'I am going to choose Year X as they have chosen to stand still and stay quiet when I blew my whistle; well done!' Children must walk quietly to their classroom.

Lunchtimes

It is the aim of Cop Lane C.E Primary School, to ensure its standards of behaviour remain high during the lunchtime period and that the relationship between the welfare staff and the pupils is based on respect. Welfare staff have and will continue to receive training (including the schools' behaviour policy) to guide their actions.

Teachers and teaching assistants will supervise children walking through school e.g. when children are instructed to wash their hands for lunchtimes. Welfare staff supervise the children at lunchtime.

There is a rota in place for the zoning of the playground for games.

At the end of lunchtime, the same procedure for the end of playtime will apply. During the sunnier months, children can play on the school field, however when the whistle blows, children line up in year groups and wait for their class teacher to collect them from the field and lead them back to class sensibly and calmly.

Encouraging good behaviour

When dealing with good behaviour the nature of the behaviour, age of the child and individual circumstances will always need to be considered.

At Cop Lane we believe that we can develop and maintain high standards of behaviour in our pupils through a positive, whole school approach.

All staff agree to:

- Lead, support and encourage children to develop and maintain high standards of behaviour
- Positively encourage desired behaviours
- Systematically acknowledge good behaviour, minimising attention to bad behaviour
- Encourage self-discipline in children
- Enhance children's self-esteem
- Praise the children
- Support staff in managing children's behaviour

This will be consistent for all children throughout the school.

Rewards

The main focus at Cop Lane is on positive behaviour and the rewards that accompany this.

- Opportunity to share work with other class teachers or SLT
- House points
- WOW cards
- Stickers
- Raffle tickets
- Class teddies e.g. bears to take home for the weekend/stays on a class table
- Kind hearts
- VIP cards
- Certificates

- Brilliant/Golden box
- Silent spotter
- Good to be green
- Superstar awards
- Postcards/communications to parents/carers
- SeeSaw app to send positive messages to parents/carers
- Marble jars
- Half-termly rewards
- Come Dine with Mr Ashmore

Responsibilities

There are lots of opportunities available in school for children to develop their independence and leadership skills. For example:

- School councillors- voted representatives from classes across the school work together on aspects of school improvement.
- House captains.
- Anti-bullying champions.
- Monitors - pupils who are responsible for roles in class or across school, e.g. register monitors, classroom monitors, librarians, recycling monitors.

PSHE

We understand that learning, behaviour and achievement are intertwined. We are committed to PSHE as both a taught curriculum and a whole school approach. We follow the 'One Decision' Scheme of Work (for more information please see the PSHE overview on the class pages). PSHE supports us in:

- Developing self-awareness / management of feelings
- Motivation, empathy and social skills
- Helping children overcome obstacles in learning
- Nurturing self-esteem, personal responsibility, tolerance of difference and positive relationships.

My Happy Mind Programme

My Happy Mind is an effective school-based approach to both developing positive behaviours that strengthen pupil mental health, resilience, and wellbeing consistent with the expectations of current UK education and health policies.

Here at Cop Lane, we value our Mental Health and ensure that it is seen as a priority for all. We teach the children how important our Mental Health is and how to look after it.

As of Autumn 2024, Cop Lane has introduced the 'My Happy Mind' scheme of learning. My Happy Mind is a programme that teaches every child how to be equipped with skills, strategies and habits in order to be able to manage their own mental health and wellbeing. By introducing this programme, Cop Lane is taking a proactive approach towards children's mental health and wellbeing, which in effect will aim to reduce children reaching crisis points.

My Happy Mind gives the children the opportunity to understand how their brain works and what their brain looks like. Children will learn all about neuroplasticity and that their brain is made up of three parts - the amygdala, prefrontal cortex and the hippocampus. The programme helps the children to notice when their brain is working well and helping them to make good decisions. It also teaches children to notice when their brain is not working as well and it is not helping them to make the best decisions. As a result of this, we teach the children 'happy breathing' techniques along with other self-regulation techniques to help their brain.

At Cop Lane C.E. Primary School we believe that delivering this programme will help to prepare today's children for tomorrow's world by building resilient, balanced and **happy minds**.

Dealing with misbehaviour

When dealing with misbehaviour the nature of the behaviour the age of the child and individual circumstances will always need to be considered. It is acknowledged that unacceptable behaviour does sometimes occur at Cop Lane. We believe that it is important for children to understand that there are consequences following their behaviour and that sanctions will be fairly applied for poor behaviour.

To ensure a fair and consistent system that also gives staff confidence in dealing with a range of misbehaviours, three levels of seriousness and their consequences have been agreed.

Level 1: Trivial Behaviours	Mildly disruptive behaviours. E.g. wasting time, being noisy	These are dealt with by the class teacher/teaching assistant using a range of age-appropriate strategies with minimal interaction to remind or refocus child onto task.
Level 2: Moderately Serious Behaviours	Repeated trivial behaviours or more serious, disruptive behaviours. E.g. refusing to comply with instructions	These would normally be dealt with by the class teacher but require firmer reminders or application of consequences. E.g. move places, time out, or time on 'thinking spots'. Parents and Headteacher informed. Entry made on CPOMS.
Level 3: Very Serious Behaviours	Very serious behaviours. E.g. verbal or physical abuse to adults or other children, fighting, bullying.	This requires the involvement of parents/carers and the Headteacher with defined stages to inform pupils and their parents/carers of the increased seriousness of behaviours. Entry made on CPOMS.

It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual child. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.

Reporting misbehaviour

Cop Lane uses an online record keeping system called CPOMS. This system is used not only for behaviours, but also for child protection, SEN, parental communication and medical issues to be recorded. Not all staff have access to all document vaults, as some may be of a sensitive nature. Staff needing to access further information for a child in their care must speak to their line manager on the SLT to access full details.

All incidents from 'Level 2 behaviours' and upwards, must be recorded on CPOMS to ensure an accurate and full history of each child is kept. The responsibility for completing this is as follows;

CPOMS incidents are added by a member of staff witnessing the behaviour incident. CPOMS action is added to the incident log by a member of staff (usually SLT), who applied the sanction or parent communication follow up. Incidents also alert other staff members to keep them informed e.g. other

members of the class team/SLT. All staff are responsible for monitoring their CPOMS dashboard daily to ensure they are aware of all alerts that have come through.

Pupils with Special Educational Needs

Children may not respond to our general Behaviour Policy because they have particular difficulties – learning, social, physical, and emotional. Concerns about particular pupils will be discussed with the Headteacher and SENCo and a Special Educational Needs Personalised Provision Plan (SPPP) drawn up in accordance with the 'Pupils with additional needs policy'.

The SPPP should be shared with parents/carers and pupils, and may require the support of outside agencies:

- Educational Psychologist to develop strategies for emotional/behavioural problems
- School Nurse who can have useful home contacts and medical information.
- IDSS or a specialist teacher to advise on Behaviour Plans and support pupils.

Support for children who find it difficult to meet our expectations:

Just as we would with a child's learning we provide support for all children to meet our high standards of behaviour, some children may need a different approach for a period of time, according to their own individual needs. In these cases, a personalised programme will be developed and implemented e.g. 1:1 nurture time.

Behaviour Reflection

With any behaviour, we give children the opportunity to reflect. We have created opportunities for children with excellent behaviours to be rewarded and we feel that children who display unwanted behaviours need to have time to understand what they have done wrong and reflect on how they can change their behaviour.

Searching pupils

- Items not allowed in school are published in the school prospectus and if found will be confiscated.
- Members of the teaching staff are enabled to confiscate items from pupils, retain or dispose of a pupil's property as a punishment. All confiscated goods are to be given to the Headteacher. They will decide whether the item will be disposed of or given back to the child or parent/carer.
- Teaching staff can search a pupil for any item banned under the school rules, if the pupil agrees.
- The Headteacher and SLT have the statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. These items include knives or weapons, alcohol, illegal drugs and stolen items. If they suspect knives or weapons, this must only be carried out by a member of the SLT.
- When searching a pupil, the member of staff has to be the same gender as the pupil and this has to be witnessed and documented

Discipline beyond the school gate

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.

- Teachers can also discipline pupils for misbehaviour outside school. All criminal behaviour should be reported to the police. Any non-criminal bad behaviour and bullying which occurs anywhere off the school premises, by a pupil of the school, and which is witnessed by a member of teaching staff must be reported to the Headteacher. This applies to misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- The Headteacher extends the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Bullying

At Cop Lane C.E School Bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Bullying behaviour is considered totally unacceptable at Cop Lane C.E School. It will always be viewed as a very serious matter and will be treated in line with the school's 'Anti-Bullying Policy' and if required the 'Child-On-Child Abuse Policy'.

Cop Lane C.E. Primary School is committed to safeguarding and promoting the welfare of every pupil, both inside and outside of the school premises, and is aware that abuse against children can be inflicted by other children. We implement a whole-school preventative approach to managing child-on-child abuse, ensuring that the wellbeing of pupils is at the forefront of all action taken. The Child-On-Child Abuse Policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

Racial Harassment

All incidents relating to Racial Harassment will be taken very seriously. It will be made clear to pupils that such practices are unacceptable and will not be tolerated. All incidents will be recorded in accordance with LEA procedures. (For more information please refer to the school's Equality Policy).

Attendance

Good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school and parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Exclusions

The staff and Governors of Cop Lane are committed to Inclusion. It is anticipated that the ethos and management of our school, its environment, the partnership with parents, coupled with our Behaviour

Policy, will reduce or eliminate the need for pupils to be excluded. Should exclusion prove necessary, procedures will follow strictly the guidance provided by the LEA and DfE.

Reasonable Force

This is only ever used as a last resort.

- All members of school staff have a legal power to use reasonable force. In school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to professional judgement.
- Teachers will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so. Where this is prejudicial to good order or safety, they will be physically removed.

Monitoring, evaluation and review

This policy was formulated by Mr I.P Ashmore and Mrs K. Bell. Whilst we will monitor, evaluate and review our Behaviour Policy when necessary, we constantly monitor, evaluate and review the standard of behaviour in and around school to ensure that it remains high. This may involve introducing new strategies to manage behaviour along with additional reward systems.

This policy was reviewed and amended by Mrs K. Bell and Mr Ian P. Ashmore in Spring 2025

It will be reviewed again in Spring 2026.

Signed: Mrs K. Bell

I. P. Ashmore