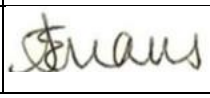
Coddington

C of E

Primary and Nursery School

BEHAVIOUR AND RELATIONSHIPS POLICY (Part A)

Part A – School Specific
Part B – Trust Specific

Date of last review	September 2026
Date of next review	September 2027
Adopted by Governors	November 2024
Chair of Governors	

School Ethos and Values

At Coddington C of E Primary and Nursery School, we are committed to developing the whole child. Through high-quality teaching, strong relationships, and consistent expectations, we equip children with the knowledge, skills, and attitudes required to achieve highly and to make ambitious, positive choices about their lives.

All aspects of school life are underpinned by our three Christian values:

Care • Community • Courage

"Encourage one another and build each other up."
(1 Thessalonians 5:11)

These values shape our behaviour expectations, relationships, curriculum design, and interactions across the school community.

Policy Purpose

This policy ensures that all at Coddington C of E Primary and Nursery School provide a safe, calm, orderly, and positive environment in which all pupils are able to learn effectively and feel valued. The policy:

- Sets out clear, consistent expectations for behaviour
- Promotes positive relationships and mutual respect
- Supports pupils to develop self-regulation, responsibility, and resilience
- Ensures that behaviour is managed fairly, consistently, and inclusively

This policy is Part A and is related to the direct actions of Coddington CofE Primary School and Nursery. Part B has been created and approved by the central Trust and details MITRE Trust's approach to:

- The use of reasonable physical intervention
- Suspensions and exclusions
- Searching and confiscating
- Legal duties

In all cases, decisions are made in line with statutory guidance and with the best interests, safety, and wellbeing of the child at the center.

Aims

The school aims to ensure that:

- Pupils feel safe, supported, and ready to learn
- Behaviour across the school is calm, respectful, and purposeful
- Pupils develop positive attitudes to learning and to one another
- Disruption to learning is minimised

- All pupils, including those with complex needs, are supported to succeed

How We Achieve Our Aims

We achieve these aims by:

- Providing a caring, calm, and secure environment where high expectations are clearly taught, modelled, and reinforced
- Delivering consistently high-quality teaching, recognising that strong teaching and engaging learning are key to positive behaviour
- Embedding behaviour expectations within the curriculum and daily routines so pupils understand what positive behaviour looks like in different contexts
- Promoting a culture of responsibility, respect, ambition, and kindness, where positive behaviour and effort are recognised and celebrated
- Using a consistent, graduated approach to behaviour support, including early intervention and appropriate adjustments
- Working closely with parents, carers, and external agencies to support pupils effectively
- Ensuring staff are trained and supported to manage behaviour confidently and consistently

Inclusion and SEMH Support

Coddington C of E Primary and Nursery School is an inclusive school. We recognise that some pupils may experience difficulties that impact behaviour, including SEMH needs.

The school:

- Uses a graduated response to support behaviour
- Makes reasonable adjustments to support individual needs
- Works closely with the SENDCo, families, SBAP and external professionals
- Ensures pupils are not unfairly disadvantaged due to additional needs
- Teach empathy and understanding to all pupils so they appreciate why people may have adjustments to approaches.

All pupils are supported to develop positive behaviour, emotional literacy, and self-regulation skills.

Whole-School Approach

We believe that behaviour and relationships are everyone's responsibility. Expectations apply consistently across classrooms, playgrounds, transitions, and all school activities.

Behaviour management is not an isolated practice but is embedded within:

- The curriculum
- School routines
- Staff modelling
- Policies and procedures
- Relationships across the school community

Through consistency, care, and high expectations, we prepare pupils to become confident, respectful, and responsible members of society.

Recognition and Celebration of Positive Behaviour

We believe that recognising and celebrating success is central to promoting positive behaviour and attitudes to learning.

- Pupils in F2–Year 6 are rewarded with Dojo Points for demonstrating the school's values, making positive choices, and showing effort or improvement. These are linked to school values.
- Pupils collect points to achieve different stages, supporting motivation and sustained positive behaviour.
- Pupils in Nursery use rainbow rewards, which are constantly visible and smaller steps to achieve rewards
- Each week, one child from every class is selected for the Gold Book in recognition of demonstrating one of the school's values. They are celebrated in front of their peers in Collective Worship with the teacher explaining why they have been selected
- A Jigsaw Friend is also chosen weekly in each class, this is linked to the focus of the PSHE (Jigsaw) learning, to celebrate kindness, empathy, and positive relationships.

These systems are used consistently and inclusively to encourage all pupils to succeed.

Rewards

A positive 'praise first' approach is used by all staff across school when encouraging pupils' behaviour. Adults reward positive behaviours and choices through the use of Dojo points or a tangible sticker reward.

Rewards and Points are awarded for positive behaviours and attitudes, which link in with the school values of Care, Community and Courage. These should be for demonstrating some of the following behaviours:

- Politeness and manners
- Completion of homework task to a good standard
- Demonstrating school values
- Exceptional effort in work
- Improvement in achievements
- Additional reading or tasks completed
- Helpfulness to adults around school
- Achieving targets
- Active participation in lessons (courage)

In most cases, only single Dojo points is awarded. In exceptional cases it may be appropriate to award a maximum of 3 points at a time.

When the Dojo Stage has been reached, a child becomes eligible for a stage reward. These are awarded in Collective Worship to pupils who have reached the required numbers of Dojos as follows:

Stage 1 (50 Dojo points): Dojo postcard home
Stage 2 (100 Dojo points): Bronze Badge and bronze certificate
Stage 3 (150 Dojo points): Silver Badge and certificate
Stage 4 (200 Dojo points): Gold Badge and certificate
Stage 5 (250+ Dojo points): Award and certificate

Sanctions

When a child doesn't follow a school value or expectation from a member of staff then all staff will be consistent in following the process. In the first case, for most incidents of low-level misbehaviour, a verbal or other appropriate non- verbal warning will be given by an adult to remind a pupil of the expectations of our school. In many cases this will be sufficient to effect a change. However, where a pupil continues not to meet the expectations, the formal stages of the behaviour policy should be followed.

1. **Warning:** A formal warning is issued with the staff member clearly explaining what they would like the child to change. Staff may use the word 'warning' so the child knows they have received one.

2. **Consequence:** Where a warning does not achieve the desired change, a formal consequence is issued. The staff member should clearly explain why they have been given the consequence and how they would like them to change their behaviour. The consequence should be given on the same day where possible.

As we appreciate that all children learn differently, the staff member can choose a suitable consequence for the child (including SEND children). Acceptable consequences are:

- Having time out (if required by the child)
- Missing the next break time and completing missed work
- Explaining to another member of staff why.
- Completing a reflective behaviour sheet or writing a sincere letter of apology (KS2)
- During break and lunch time sitting on the wall silently and having 'time out'.

Consequences will be recorded formally by the class teacher on the school MIS system (Arbor) to monitor any repeated incidents, or on-going low-level disruption.
Once the consequence has been completed and it is evident the child has reflected on their poor behaviour and made a series of good choices the class teacher can acknowledge the positive changes. It is essential that a restorative conversation takes place before and/or after the consequence.

Staff need to explain to the child what they did wrong and help them not make the same decision again. The child also needs to know that the staff member is no longer angry or disappointed with them.

3. **Red Card:** Where a child persistently refuses to comply with expectations or a single incident is deemed serious enough, a red card should be issued. In this case, if possible, parents/carers should be spoken to on the same day either by a telephone call or in person at the end of the day. A member of SLT will also be informed. All red cards must be recorded on the MIS on the day of issue, by the person who issued it. Pupils who have been issued with a red card may miss ½ a day (KS1) or 1 day (KS2) of break times, including the lunch play break to allow for restorative conversations. They should be in their normal class for lessons but should work independently away from peers wherever possible.

Where a second red card is issued in the same term, or a third red card in the same academic year, the child will complete the Red Card in another class, and a formal letter will be sent home. Parents/carers should be invited into school to discuss the behaviour with the child's class teacher and any other involved adult.

In some cases, such as discrimination or serious violence, it may be appropriate to issue a consequence or a Red Card without a prior stage.

Whenever a Red Card is issued by someone other than the class teacher, the relevant class teacher should be notified as soon as possible.

Bullying

Bulling is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. https://anti-bullyingalliance.org.uk/aba-our-work/about-aba

All incidences of bullying as defined by the statement above are recorded using the My Concern and the MIS system. Parents are included in discussions, to tackle the actions and underlying issues leading to the bullying. Where bullying is categorised as hate (based upon protected characteristics), this will be recorded as both bullying and as hate. This allows for accurate reporting to governors and other agencies including the police as appropriate.

More details can be found in the Anti-bullying Policy available on our website.