



# CPD BEHAVIOUR & DISCIPLINE POLICY 2022

**(Draft-To be ratified by governors)**

UNICEF Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

***DRAFTED BY:***

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***DATE LAST REVISED:***

Autumn 2022

***DATE TO NEXT BE REVISED:***

Autumn 2024

## **Statement of intent**

The CPD Federation of schools has a moral duty to all pupils, parents and staff to maintain an environment where everyone feels valued and respected and in which they feel safe and secure, free from the negative effects of unacceptable or anti-social behaviour. 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 behaviour policy in a consistent way. Children in our CPD federation are encouraged to make positive behaviour choices and understand the consequences of their actions. The school challenges unacceptable behaviour and praises and rewards positive behaviour to develop an ethos around our values of kindness, respect and honesty. ***In our CPD federation, we are consistent in our principles but flexible in our practices.***

## **Aims of the policy**

- To provide a safe, calm and secure learning environment where all children can develop socially, emotionally, physically, spiritually and academically.
- To foster caring attitudes where relationships are based on our core values of:
  - respect, kindness and honesty and where diversity is celebrated-** (Central Park)
  - respect, kindness and fairness and where diversity is celebrated-** (Dersingham and Calverton Primary)
- To encourage children to take responsibility for their own actions.
- To consistently and fairly implement reward and sanction systems across the school.

## **Roles and responsibilities**

Every member of the school community has a role and responsibility to support behaviour in school:

### **All staff have to play a role in supporting behaviour in school:**

- To set high standards of behaviour and be an exemplary role model for children and colleagues.
- To ensure that they raise children's self-esteem and provide a safe, stimulating and ordered environment to allow children to fulfil their learning potential.
- To respect children and treat them fairly and apply rules, rewards and sanctions consistently.
- To provide a challenging well-planned and inclusive curriculum.

[UNICEF Article 28: A Right to Education promotes children taking responsibility for their actions and making the right choice in order to allow others to enjoy their rights.](#)

### **The pupil's role in supporting behaviour in school is:**

- To uphold the school's behaviour policy, core values and code of conduct.
- To ensure their behaviour is exemplary and to be aware of the impact of their behaviour.
- To follow the instructions of the school staff.

### **The parent/carers role in supporting behaviour in school is:**

- To make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Attend meetings related to their child's attainment and behaviour.
- To foster good relationships with the school and support the school in implementation of this policy.
- A zero-tolerance approach for any aggressive or abusive parents or visitors to the site. Perpetrators will be asked to leave the premises immediately and will be banned from returning to the site. Governors will determine length of ban.

### **Leader's role in supporting behaviour in school is:**

- Provide a role model to which other pupils aspire.
- Promote pupil safety and security.
- Working alongside all staff to promote positive behaviour.
- Working alongside The Behaviour Mentor to ensure that systems are being adhered to by all members of staff in accordance to the policy.

**ORGANISATIONAL AMENDMENTS IN-LIGHT OF COVID 19- (These will be implemented as and when deemed necessary by each individual school)-**

- Pupils will remain in their bubble group for the entirety of the school day, including break and dinner times. They will be allocated a space on the playground according to their year group.

- Children identified as having additional needs who demonstrate challenging behaviour will be offered time out with a calming activity such as mindfulness colouring activities.
- Pupils are to be reminded frequently about good handwashing techniques.
- Reminders should also be given daily about physical distancing. Staff will monitor play carefully at breaktimes and ensure groups do not mix.
- Children will have their own pot of resources and must not share items.
- Places for children to sit, such as carpet spaces or desks are spaced apart and children must sit in the same position everyday.
- Pupils are asked to bring in their own water bottle.
- Only one child to visit the toilet at anyone time.

At the end of each child's first day back, they will take home a COVID-19 Response Charter to read with their parent, this will help reiterate the expectations.

### **School procedures for encouraging good behaviour**

We believe the most effective way of achieving our aims is through clear behaviour expectations that are fair and consistent. We want to enable children to make their own choices and encourage them to think about their behaviour and its effect on others. [UNICEF Article 12: Respect for the Views of the Child includes children being given a voice to express their views.](#) We focus on positive descriptive praise to recognise those children that are choosing to follow rules and to encourage those that are not. Children are taught to know what unacceptable behaviour is and the consequence of unacceptable behaviour through class discussions, circle times, the use of a worry box and Monday assemblies related to the UNICEF rights respecting convention and other key points during the year- (Central Park).

[UNICEF Article 18: Supports an inclusive ethos of equality of opportunity](#)

### **The School Code of Conduct-(Transition codes)**

# SCHOOL BEHAVIOUR CODES

## **Listening Codes**

When the teacher shows me five, I have:

- Hands free showing five
- Eye on the teacher
- Ears listening
- Mouth quiet
- Body still

## **Transition Code**

When the teacher shows 1, I:

- Stand up

When the teacher shows 2, I:

- Stand behind my chair

When the teacher shows 3, I:

- Sit down or line up

## **Line Up Code**

When I am asked to line up, I:

- Walk to the end of the line
- Leave a person space
- Keep my hands by my side
- Face forwards
- Keep quiet and walk straight



## **Movement in and around school**

Children must be respectful when walking in and around the school. All staff are responsible for the way their children move around the school when out of the classroom. All staff need to teach students appropriate behaviours for moving around the school.

## **Movement around school- procedures for large groups**

- Follow the 'Line Up Code'.
- Use at least two set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Adults will reposition themselves as necessary to ensure their line is moving calmly, respectfully and safely around the school.

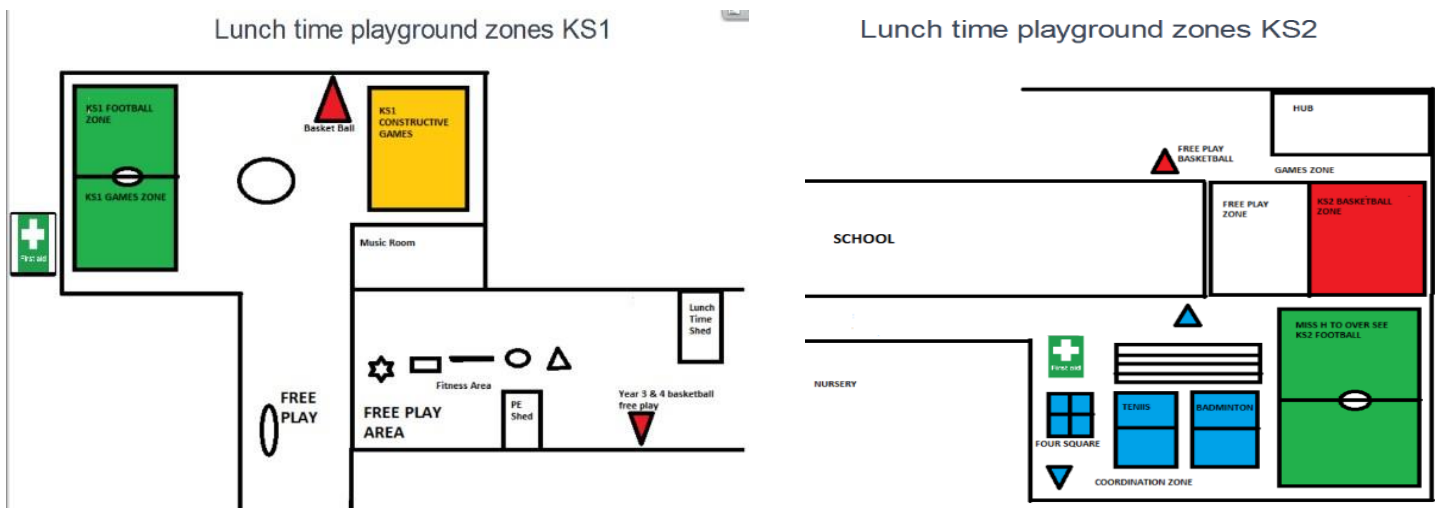
**Walk on:**

- the right-hand side of the stairs- Central Park & Dersingham Primary
- The left hand side of the corridor- Calverton Primary
- Encourage a child to hold the door for others to pass through (thank them for this).

Support staff, values leaders and line monitors can be positioned on the stairs after assembly and at break to assist teachers to remind children to follow the lining up code. Children choosing not to follow the lining up policy will have time out in the reflection room at lunch time or with The Behaviour Mentor/Phase Leader in a reflection area within the school.

**Break time and lunchtime procedures**

Teachers, support staff and Midday Assistants (MDA) are required to perform supervisory duties at playtimes and lunchtimes and must be aware of rotas and be prompt to duty. See below for an example of how 'zones' are used to structure the play activities on our playgrounds.



**Outside play**

- When on duty, staff must maintain an overview of their zone (see above), not collect as a group in one place and spot potential problems before they escalate.
- All staff should be fully aware of and follow playtime procedures, sanctions and rewards and apply them calmly, fairly and consistently.
- Staff to make sure children are dressed appropriately for the weather conditions of the day.
- Staff who see children in the building must challenge them, except for proper use of toilets.
- Staff to set up activities as required and are responsible for all equipment(s) in their zone.
- If staff do not collect their class, duty staff should bring the class in and send for a member of SLT.
- In poor weather, duty staff may decide to have indoor play. In these circumstances teachers are required to set up a calm activity for children to do in the classroom and remain responsible for the supervision of their own classes. Teams can share supervision provided that areas are never left unsupervised.
- All staff to notify the class teacher of any accidents or incidents.

**At Central Park:**

- Upon hearing the bell (or first whistle in KS1) children should stop what they are doing, crouch down and remain quiet. Upon the second whistle they walk to their designated class lines, joining at the back of the line.

**At Dersingham and Calverton:**

- Upon hearing the first bell or the first whistle children should immediately stop what they are doing, stand still and adults will wait for complete silence. Upon the second whistle, pupils walk to their designated class lines; adhering to their class line order which has been put into place by the class teacher.

### **Dining Hall**

- MDA to supervise children eating their lunch and encourage them to make healthy choices and to eat their food.
- MDA to ensure spillages are wiped up immediately to prevent any trips or slips.

- MDA to ensure noise levels are kept to a minimum.

## **EYFS**

### **Aims and objectives**

In our setting we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others. We aim to prevent bullying through our curriculum in relation to PSED, collective worship with a moral theme, circle time sessions and an understanding of our classroom rules which are derived by the children at the start of each academic year. The over- arching message is to treat others as you would wish to be treated. Children are praised for good behaviour and poor behaviour is dealt with promptly and appropriately. (See **Appendix A for information regarding adapted systems at Dersingham and Calverton-Autumn term**)

### **Managing Transitions/supervision**

In our early years settings children are supervised when they are moving around the school building at lunch times, and children are monitored in the building until they are out on to the playground, at which point the people on duty take over. EYFS children are monitored by their teacher or Nursery nurse during the school day, adhering to statutory ratio requirements. At Calverton, all children in Nursery and Reception- (who remain in school for lunch) wear a high visibility jacket throughout lunchtime. This is given to every pupil before they leave their classrooms to go

### **Behaviour guidelines: Rewards**

#### **Class Dojo**

All classes use Class Dojo and have their own Dojo account. Teachers should load Class Dojo on the board and on their iPads in readiness of giving out points. Children will be awarded Dojo Points for any actions or attitudes deemed noteworthy E.g. maintaining physical distance, following the expectations of working in a 'bubble' . Dojos are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is choosing to be off task, staff may choose to reward the child on task rather than apply a sanction to the child who is not. The ratio of positive praise should always heavily outweigh the use of sanctions to create a positive, caring environment. We aim to ensure a ratio of 5 to 1 for children, with children receiving at least 5 praises for every one sanction. Teachers to award an average of 200 dojo points per day. A point can be awarded by any staff member to any child at any time. Parents will have access to their child's dojo account so they are updated with their child's awards. Class Dojo will also be used by staff to communicate regularly with parents. [UNICEF Article 5: Respects the rights of parents to guide their children as they grow and develop.](#)

Children will accumulate Dojos over a week; the child with the most dojos will either win a prize or be presented certificate in Celebration assembly. In EYFS the child with the most DOJO points takes the class mascot home for the weekend. At the end of the week all dojo points need to be reset.

The class with the most class Dojo points will win the coveted class of the week trophy at Central Park. At Calverton and Dersingham Primary, the class with the most dojo points will be presented with a certificate.



A weekly assembly is dedicated for the praise and recognition of children who have made progress for Achievement and demonstrating positive values.

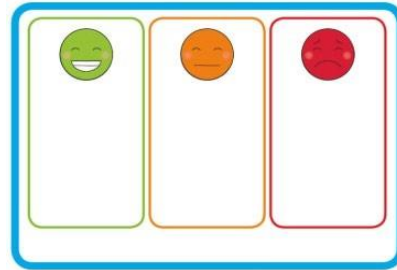
### **Lunch time reward**

Children who are observed displaying the school values will receive Dojo tokens which they can exchange for Dojo points.

### **Behaviour guidelines: Sanctions**

We follow a traffic light system throughout the EYFS.

All children will start on the green traffic light at the start of each day. A warning is given before moving down the traffic light system. Once a child reaches red they will be asked to spend 3 minutes on the 'Thinking chair/mat' and will be posed with the questions 'think about why you are here? How will your behaviour be different next time?'



**Traffic light image**

### **Behaviour guidelines: Rewards**

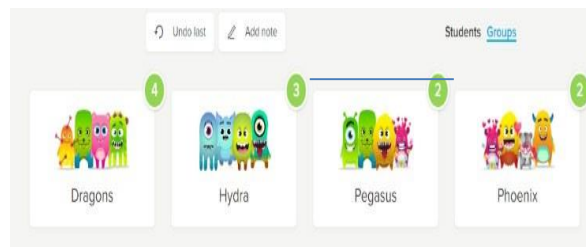
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[UNICEF Article 5: Respects the rights of parents to guide their children as they grow and develop.](#)

Children will accumulate Dojos over a week; at the end of the week all dojo points need to be reset.

House points



## Lunch time rewards

### Central Park

Children who are observed displaying the school values receive a raffle ticket which they can exchange for marbles. The class with the most marbles at the end of each term receives a class prize.

### Dersingham and Calverton

Children will be rewarded with dojo points and these will be issued through staff providing children with dojo cards which they will present to their class teacher so that these can be added to their class dojo.

### Behaviour guidelines: Sanctions

The aim of sanctions is to discourage future inappropriate behaviour and help pupils have a clear understanding of how actions can have consequences. Sanctions must be applied consistently by all staff to be effective. However there needs to be provision for flexibility to take account of individual circumstances. When sanctions are applied, children should be helped to understand why their behaviour is not acceptable and encouraged to reflect on their behaviour. UNICEF Article 28: A Right to Education promotes children taking responsibility for their actions and making the right choice in order to allow others to enjoy their rights.

We have grouped behaviour into five levels of severity where level 1 behaviour is deemed as 'low level' behaviours and level 3 more extreme, defiant behaviours. Each behaviour has a sanction that fits the severity of the respective behaviour (see behaviour procedure below). Where there have been no improvements despite appropriate sanctions children move to level 4 and level 5 where members of the Senior Leadership Team are involved and begin to look at the possibility of community service and/or Internal Respite followed by Short term suspension. In exceptional circumstances permanent exclusion, i.e. Level 6 may be considered for a first or 'one-off' offence.

### The Levelling System:

- **Level 1a-** Verbal Warning
- **Level 1b-** Dojo deduction
- **Level 2-** Time out and a letter sent home
- **Level 3-** Behaviour report card, reflection and a meeting with a parent/carer.  
-The Behaviour team will meet with the parents/carers to discuss specific targets and this will be reviewed 2 weeks later.
- **Level 4-** Internal Respite-1/2 a day or 1 full day depending on the nature of the behaviour - (Parents are expected to come on to our school site and support this consequence), Report card and/or Community Service.  
-The Behaviour team will have a 'Team around the child' to discuss any multi-agency referrals that may need to be made. There will also be discussions around the support pathway that the school must offer. Parents are involved at this stage, as well as the SEND team.
- **Level 5-** External Suspension- Up to 2 days
- **Level 6-** Permanent Exclusion

Staff should avoid the use of collective sanctions however in certain cases if deemed appropriate whole class Dojo points may be deducted and children may have to pay back time owed to the staff by staying in at playtimes to complete work missed or reflect on their behaviour.

The school has the right to search pupils who are suspected of carrying prohibited items. The search will be carried out by 2 members of staff. If any items are discovered they will be immediately confiscated. If e-safety issues are raised the school has the right to confiscate mobile phones and other electronic devices and hand over to the appropriate authorities.

When dealing with a more confrontational situation, all members of staff should handle the children in the same way: Stay calm, listen carefully to the child and establish facts, make a judgement only when you are certain of events and avoid confrontation whenever possible.

# Flowchart Behaviour Procedure - The Behavior Flowchart



