



Behaviour Policy

(Cutthorpe Primary School)
DERBYSHIRE COUNTY COUNCIL

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Our School Mission Statement

Aims

Our school's behaviour policy is designed to support the way in which all members of our school can live and work together in a supportive and positive way. It aims to promote an environment where everyone feels happy and safe. Our policy is designed to promote outstanding behaviour and good relationships, so that people can work together with the common purpose of helping everyone to learn, thrive, and reach their potential.

At Cutthorpe Primary School, we have a **positive approach** to behaviour which include;

- Clear values which are taught throughout school (REACH)
- Clearly stated expectations of what constitutes expected behaviour (class charters)
- Effective behaviour management strategies, processes which recognise, reward and celebrate positive behaviour
- Processes, rules and sanctions to deal with inappropriate behaviour which are centred for that individual child
- An approach which sees adults praise in public and sanction in private

Our expectations

What is expected of *Pupils?

The following are basic expectations of **outstanding** behaviour:

- Walk in calmly through the school building arriving at lessons ready for learning
- When spoken to by an adult, answer with respect
- On hearing the bell, stand silently and stay still at end of breaks / dinners
- Hold doors open for others to pass through
- Show manners at all times of the day, including lunchtime and during after school clubs

These expectations are reinforced and referred to in class charters which are displayed in class.

To demonstrate outstanding behaviour the following will **NOT** be accepted:

- Bullying (including name calling / homophobic / racist language / sexual misconduct/ misogynistic language)
- Acts of physical violence
- Acts of vandalism
- Acts likely to harm others or put a person's health & safety at risk
- Anti-social behaviour like spitting, swearing, biting
- Rude or disrespectful language to children or adults

*Pupils with SEN/D: At Cutthorpe Primary we have regard to the relevant legislation to ensure we promote equality of opportunity, and that we do not discriminate through application of this behaviour policy, against pupils whose apparent inappropriate behaviour may be a function of their SEN/D. Therefore, when intervening with apparent inappropriate behaviour, all staff will accept that there will be circumstances in which some pupils may be treated differently from others and are expected to take account of those individual pupil needs when applying sanctions.

What is expected of school staff?

- Teachers will involve pupils in discussions on behaviour in the school. They will seek to clarify the source of the problem, and to try and identify the reasons for negative behaviour
- Teachers will ensure high quality teaching in the classroom and create the best possible environment for the children to promote positive behaviour
- Teachers will listen when a child talks about worries/concerns and will help in developing positive attitudes and recognise good behaviour and work
- Act fairly and consistently when dealing with behaviour, following the steps set out in this policy. Where there is a potential conflict of interest, an alternative member of staff will be involved.
- Teachers will respond to the needs of the child/children when dealing with behaviour
- Teachers will communicate with parents for both positive and negative behaviour to ensure we work together in supporting the encouraging our children
- Involved staff will report matters of serious concern to the Head Teacher who will monitor incidents through CPOMs
- Support and encourage all children to follow the school rules and try their best

What is expected of the Head Teacher?

The Head teacher has a duty to;

- Promote good behaviour and respect
- Keep pupils safe and happy
- Prevent bullying

- Regulate the conduct of pupils

What is expected of Governors?

The governing body will monitor and evaluate the effectiveness of the schools Behaviour Policy. To do this, they will follow the evaluation procedures outlined below:

- Look at the variation in number of reported serious incidents over the year (including bullying/ reports of violence to staff/ exclusions/ racial or homophobic incidents).
- They will ensure any complaints are thoroughly investigated.

What is expected of Parents?

Our school actively seeks to work with parents and values the contributions they make. We believe that parents hold key information and have a critical role to play in their child's education and should feel treated as partners. Parents should be role models to our children and ensure that behaviour on our school site upholds the morals and values we teach other children. We expect parents to:

- Work with teachers to support their child/children by discussing any issues or concerns
- Read and adhere to the school's Behaviour Policy
- Maintain open and constructive communication with teachers and school staff
- Discuss school behaviour expectations with children at home
- Model respectful communication and positive behaviour
- Reinforce school rules and expectations in daily family interactions
- Help children develop emotional regulation and conflict resolution skills
- Support children in taking responsibility for their actions
- Respond promptly to communication from school regarding behaviour concerns
- Participate actively in meetings about student behaviour
- Work collaboratively with teachers to develop supportive strategies
- Treat school staff with professionalism and respect
- Avoid confrontational or aggressive interactions with staff
- Support disciplinary actions consistent with the school's policy
- Ensure children arrive at school well-rested and prepared
- Encourage a positive attitude towards learning and school community
- Monitor children's digital interactions and social media use
- Report any cyberbullying or inappropriate online conduct both in school time and outside of school
- Support the school's disciplinary process
- Teach children to respect diversity
- Encourage kindness and empathy

Please refer to the Parent Code of Conduct Policy

Our School Values:

At Cutthorpe, our commitment to educational excellence is rooted in cultivating an environment that empowers our children to develop into socially responsible, forward-thinking individuals prepared for future academic and personal challenges. Our behavioural framework is strategically designed to support holistic child development, emphasising personal growth, community engagement, and individual potential.

Our institutional values are encapsulated in the REACH framework, a comprehensive approach that guides children, parents and staff in creating a purposeful and dynamic learning ecosystem. These values are carefully constructed to provide a robust foundation for academic achievement, personal development, and meaningful social contribution.



Our School values

We are:

Resilient	We try our best and learn to cope with challenges and setbacks with determination and a 'can do' attitude. We strive to come to school every day and harness our inner strength.
Empathetic	We support each other and value our friendships. We learn about different religions and communities with understanding and compassion, listening and respecting people's opinions.
Ambitious	We strive to succeed and be the best version of ourselves. This may involve taking ourselves out of our comfort zone and into our stretch zone.
Caring	We care for our school, our community and our world and actively work hard to make a positive impact on people around us.
Honest	We understand the importance of being truthful and by being so it helps us grow as an individual.

All behaviour is intrinsically linked to our school values. They are taught and clearly explained to children in weekly values assembly. Our children are supported in living out the values daily and they support their development into young people who are ready to achieve and succeed in life.

Rewards

At Cutthorpe Primary school, we make our expectations for behaviour very clear and offer rewards in recognition for this. We reward outstanding behaviour and contributions, we do not reward expected behaviour.

How we praise positive behaviour.

We reward positive behaviour daily through the following actions below

- ✓ Stickers and certificates
- ✓ Positive written feedback in work
- ✓ Star of the week awards
- ✓ Work being shown to Mrs Kane or Mr Dowse
- ✓ Opportunities or responsibilities/roles in school
- ✓ Sharing successes with parents at the end of the day

How we praise outstanding behaviour

There are two main whole school systems to reward outstanding behaviour: House points and REACH points.

Type	How they work	Examples	Reward
House points Individual points towards a school team. (Chatsworth, Haddon, Scarsdale, Hardwick)	House points can be given by any teachers for individual work or effort. They reward the individuals who are working towards a house reward. This promotes teamwork across year groups and promotes competitiveness in whole school sporting activities. House points cannot be taken away – they are sacrosanct	House points can be earned for living out our REACH values. It can be for • outstanding effort in class • caring for a friend • showing exceptional manners when a visitor is in school.	House points earned are counted weekly and announced in celebration assembly. Half termly the children in the winning house receive a half day treat.
Reach points REACH points are whole class rewards.	REACH points are rewarded to classes for whole class behaviour . They encourage classes to work together and support each other in living out our values. Each class has a target of 50 and once achieved they can decide an activity of their choice. These points can be earned or lost. There is no set time on how long it takes for a class to achieve 50 points.	• Entering school smartly at the end of break time • Being role models in assembly • Walking around the school silently and smartly • Wonderful behaviour in the hall at lunchtime	REACH points encourage children to work together as a class and therefore the class choose the reward they are working towards. This may be a PJ party or field afternoon. When 50 REACH points are achieved parents will be informed of the date and reward.

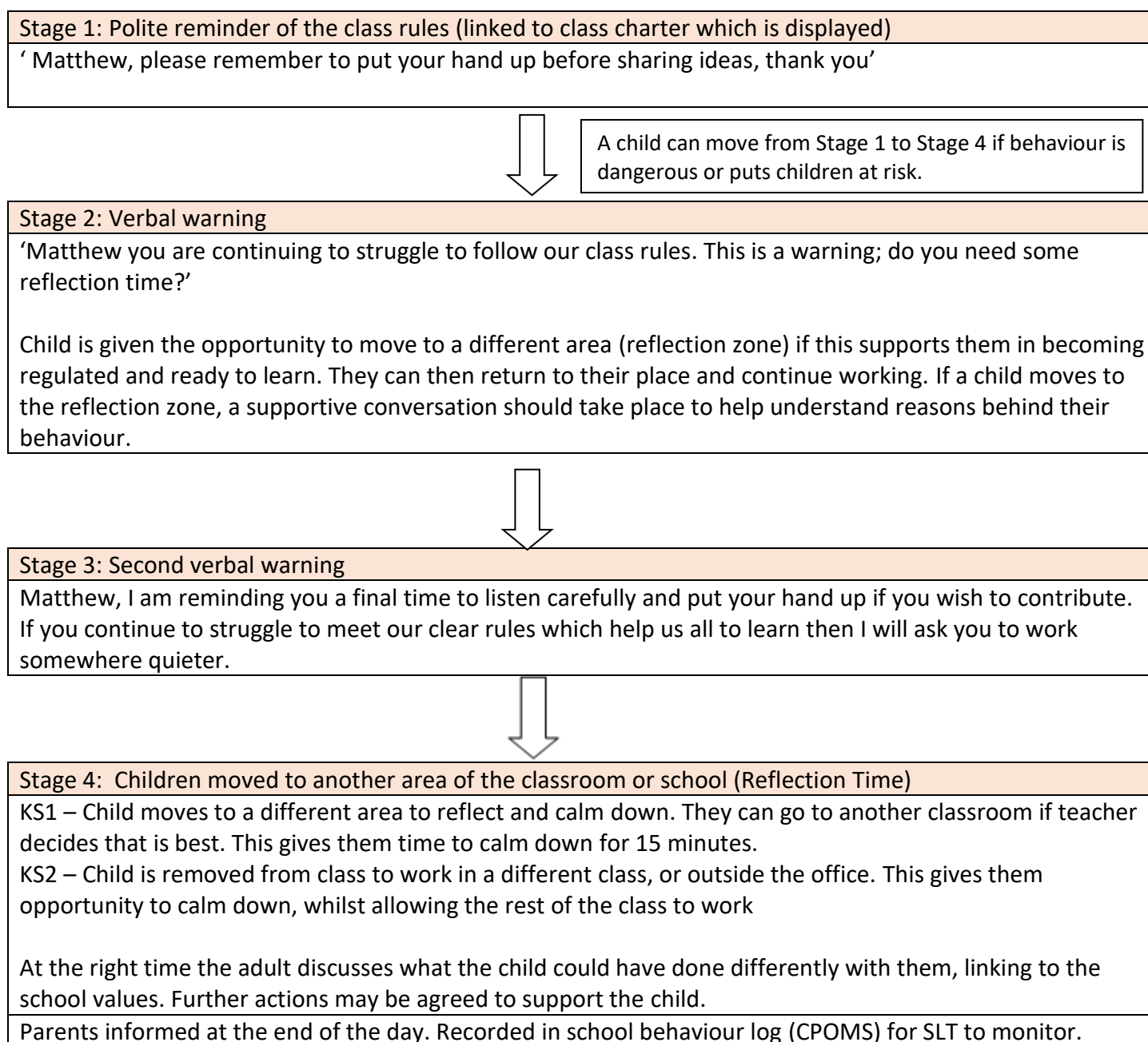
All members of staff use this positive reward system to support our children to show outstanding behaviour.

Consequences:

Behaviour is outstanding at Cutthorpe Primary school, and this has been built up over successive years by all the staff, pupils and families working well together to create an environment based on mutual respect and love.

For children to live our values of being ambitious, all children need to be able to work in an environment which promotes learning.

We understand that some children are not ready to learn all the time, and low-level disruption will occur in lessons. In these incidences we respond to that individual's behaviour, following the framework below. Throughout this process our aim is for the children to return to their learning. Stage 1 to Stage 4 is led by the classroom teacher. SLT become involved at Stage 4.



Further actions:

Class teacher and Deputy Head meeting with parents: If a child's behaviour is reaching stage 4 on a regular basis, then parents will be invited in to meet with the class teacher to discuss how we can support the child.

[Type here]

Head teacher Speaking to parents: If there is no improvement then a member of SLT will meet with parents to create a behaviour plan to help understand the reasons for such behaviour and put additional support in place if needed.

Withdrawal from out of school activities: On the very rare occasions that we have had persistent misbehaviour, disruption or bullying then pupils can have their right to attend after school clubs withdrawn and this can include representing the school at sporting events or playing in school matches.

Exclusion (fixed or permanent): All exclusions follow LA guidance and are done in full cooperation of the governing body and the LA Exclusion Service.

Stage 5: Violent acts with intent to harm and unacceptable behaviour (as stated in section1)
Every child deserves to feel safe at school and any intentional acts of violence will be taken seriously. All incidences will be recorded formally on CPOMs and both sets of parents will be informed. The parents of the children who carried out the violent act will be invited in for a meeting about the seriousness of this behaviour and how we can prevent it happening in the future.

Playtimes and Lunchtimes

Playtimes and lunchtimes represent crucial opportunities for social interaction, personal development, and recreational learning. During these periods, children are expected to demonstrate the same high standards of behaviour, respect, and positive engagement that are maintained within the classroom environment.

All children must:

- Treat all staff members, including teaching staff, midday supervisors, and support staff, with absolute respect
- Respond promptly and courteously to instructions from any adult on duty
- Always use appropriate language and communication
- Demonstrate kindness and consideration towards all individuals present

Behaviour Management Procedure

The behaviour management process during playtimes and lunchtimes mirrors the classroom behaviour policy stages 1-3, If a child reaches stage 4 see below the process:

Stage 4: Senior Leadership Team (SLT) Intervention

- Child referred directly to a member of the Senior Leadership Team
- Comprehensive discussion of the incident
- Parental contact at the end of the day
- Formal incident recorded on CPOMS (Child Protection Online Management System)
- Potential for further disciplinary action or support interventions

Note: This policy is designed to create a safe, inclusive, and supportive environment during playtimes and lunchtimes. It will be reviewed and updated periodically to ensure its effectiveness.

After school club

The AfterSchool Club will also implement the progressive behaviour management strategy designed to support positive conduct and ensure a safe, enjoyable environment for all participants. At Stage 4 children will be removed from the provision to reflect on their behaviour with the designated staff member who will discuss the child's behaviour and support their reflection. The child will stay with the member of staff until they are calm and ready to return to the provision. Their class teacher will be informed of this conduct, and they in turn will monitor the child's behaviour.