



Coteford Junior School

Behaviour and Relationships Policy Short Version

Date: September 2025

OUR AIM is to have a consistent, predictable approach to fostering self-regulation and mutual respect across our school.

OBJECTIVES

- To provide a calm, purposeful, predictable and safe environment
- To put in place strategies for adults to encourage children to develop appropriate behaviour
- To encourage all to care for each other, the environment and property

THE GOLDEN RULES

We expect all members of our school community to follow our three golden rules, The Three Rs:

- Be Ready
- Be Responsible
- Be Respectful

CLASSROOM EXPECTATIONS

We believe the following fosters good behaviour:

- Staff are prepared and always ready to greet the children
- Children experience a positive atmosphere where children are praised
- Work that is carefully prepared and adapted to the ability of all children
- All relevant provisions in the graduated approach are in place
- Class and school routines are taught and regularly practiced

We expect staff to:

- Be good role models of co-operation, trust, respect, courtesy and self-control
- Be warm, welcoming and courteous to all children, parents and visitors to the school
- Be aware of the impact of tone of voice and aim to use a calm tone
- Develop caring and respectful relationships
- Be fair and consistent
- Teach the Golden Rules and set clear classroom expectations
- Be sensitive to the experience, maturity and feelings of the child
- Accept responsibility for general behaviour throughout the school
- Share strategies for supporting children with specific needs

When dealing with challenging behaviour, staff should give the child the opportunity to regain his/her self-control, using strategies that will support the child with self-regulation and:

- Avoid confrontation
- Listen
- Talk quietly
- Establish the facts (try to involve all concerned)
- Be fair

EMOTIONAL LITERACY AND ZONES OF REGULATION

Zones of Regulation and calming methods are taught on a weekly basis.

ENCOURAGEMENT FOR POSITIVE BEHAVIOUR

Encouragement of good behaviour is given by:

- Praise and recognition of effort in both behaviour and achievement
- House points and house point badges
- Good news notes sent home
- Stickers
- Texts home
- Positive comments on work and homework
- Individual awards such as Headteacher Award or being in The Merit Book
- Weekly certificate for one pupil per class for following all three Golden Rules
- Sometimes individualised recognition is included within Personal Plans

CONSEQUENCES

Consequences should always be reasonable and proportionate and should be centred on regulation, reflection and reparation. Consequences must be appropriate to individual needs.

	Behaviour	Adult action	Recording	Parents/professional involvement
1	Interrupting / calling out Not following instructions Not being on task after reminder Rough play between two children Running in corridors	Quiet reminder of Ready, Responsible and Respectful Non-verbal signals / Positive praise for those behaving well Reminders of expected behaviour, non-verbal cues, positive verbal redirection, distractions and re-engagement strategies. Reflect on what else can be put in place to prevent these behaviours	None	No involvement

<p>2</p>	<p>Persistent level 1 behaviours</p> <p>Rudeness</p> <p>Swearing</p> <p>Offensive language</p> <p>Screaming and shouting</p> <p>Name calling</p> <p>Disrupting the class / affecting the learning of others</p> <p>Damaging school / pupil property</p> <p>Ripping or destroying things</p> <p>Throwing things</p> <p>Leaving class without permission</p> <p>Running around school</p> <p>Hurting through rough play</p> <p>Hitting, grabbing or kicking</p>	<p>Staff to explore ways to support and teach strategies to modify behaviours. Discretionary minutes to be taken from break time to rectify the situation. Withdrawn from classroom with member of staff or taken aside in the playground to discuss. Use of benches outside for a few minutes of time-out at break. Discussion about respectful language and behaviour to be used as part of Be Ready, Be Responsible, Be Respectful.</p> <p>Refer to LUNCHTIME REFLECTION with SLT</p> <p>Collaborative development or adaptation of a personal provision plan if behaviours are persistent</p>	<p>Record on Bromcom</p> <p>Short summary</p> <p>Develop or amend personal provision plan if required</p>	<p>Parent/carer to be spoken to by class teacher (ideally in person or by phone or email)</p> <p>Class teacher meeting with parents and pupil to develop personal provision plan</p> <p>All staff to be informed of personal plans / changes to plans</p>
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<p>3</p>	<p>Persistent level 2 behaviours</p> <p>Putting other people in danger</p> <p>Putting self in danger</p> <p>Serious damage to property</p> <p>Leaving school without permission</p> <p>Highly offensive or threatening verbal abuse (including racist, sexist, homophobic or ableist) to other children / members of staff</p> <p>Bullying of any kind</p> <p>Refusing to attend reflection</p>	<p>Staff to explore ways to support and teach strategies to modify behaviours. Removal to a calm place (when safe) and time given to regulate. Other children to be evacuate if not safe to move the child putting others at risk. Explicit teaching of appropriate behaviours to help pupils understand expectations.</p> <p>Refer to LUNCHTIME REFLECTION Collaborative development or adaptation of a personal provision plan if behaviours are persistent. For serious or highly persistent behaviours:</p> <ul style="list-style-type: none"> • Half or full day spent with a member of SLT • Suspension <p>Refusing to attend reflection = additional 10 minutes added to original time set for the next day</p>	<p>Record on Bromcom</p> <p>Short summary</p> <p>Develop or amend personal provision plan if required</p>	<p>Class teacher and SLT meeting with parents and pupil to develop or amend personal provision plan</p> <p>Possible outreach to external services</p>
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