Grace SCHOOLS



POLICY NAME: **Code of Conduct (previously known as behaviour appendix)**

DATE AGREED: **November 2026**

REVIEW DATE: **November 2029**

The environment at Holy Cross CofE Primary School is designed to develop self-discipline, tolerance, understanding and awareness of the needs of others regardless of race, ability, gender or creed, so that children may, in the long term, make a positive contribution to the life of the community in which they live.
At the start of every new school year, the Headteacher introduces and makes clear expectations with staff, parents and the pupils. This includes the norms, routines and consequences that exist within the school. These are discussed further with staff, and strategies are taught through explicit training, and are revisited throughout the year.

The beginning of each academic year starts with a boot camp, within which the children explore the vision of the school, and are taught specific aspects of conduct that form part of the norms and routines of the school. These are revisited and rebooted with children being taught regularly the conduct expected across the year in response to monitoring.

Class teachers discuss the expectations, rewards and consequences with the class, and teach specific aspects of behaviour that is expected. It is essential that all rules, rewards and consequences are applied justly, fairly and consistently in Grace schools because children are unique individuals and are therefore responded to as such.

Our school rules are:

***Ready,**

***Respect**

***Safe**

***First time, every time**

All are expected to follow them. *'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important'. (Paul Dix)*

School rule	What we do (norms and routines)	Why we do it
Ready	● We greet the adults and peers within the school as we enter the gate/ door ● We follow the instructions that are given ● We have the right equipment ready for learning ● We sit quietly at our tables, or on the carpet (scholar sitting) ● We sit silently in Collective Worship and Celebration assembly ● We listen and engage with the learning ● We are actively ready to take part in lessons ● We ask and answer questions ● We take responsibility for our own learning, our actions and our mistakes	● To say hello and reduce distractions during lessons ● So everyone is safe and focussed on the day's learning ● To help us feel organised ● To show the adults in the classroom that we are ready to learn ● We take an active part in our learning because this is how we learn best ● To be the very best versions of ourselves when learning and in our conduct

Respect	● We compliment each other ● We share ● We listen to one another, including others' opinions and ideas. ● We say good morning/afternoon, thank you, excuse me ● We hold open doors for people ● We wait for adults to pass first ● We are quiet when an adult is speaking ● We give people personal space (with young children - their bubble/ hoop) ● We look after our school and our property ● We learn to trust one another ● We include others in our games ● We do not kick, push, or grab other people ● We take pride in the work we produce ● We respect our environment and keep it tidy ● We respect ourselves, and others differences, disabilities, religion and race	● To remind us we are valued ● To show kindness towards others ● To show respect and consideration for others ● To be courteous and respectful to everyone in school and to show others that we value them ● To show respect ● Because it supports our learning and that is why we are here ● So we form positive relationships ● To show care and friendship ● We treat others the way we would like to be treated ● We work hard and celebrate the progress we make ● Our learning environment should be respected and cared for ● We trust that others will respect and celebrate our individuality and uniqueness
Safe	● We **walk** around the school in a safe manner ● We tidy up after ourselves ● We know the school grounds and buildings are safe ● We listen carefully to the instructions that we are given ● We use equipment safely ● We help others if they have hurt themselves ● We learn to recognise dangers ● We let an adult know if there is a problem ● We wear appropriate clothing and footwear in school. ● We name our school uniform ● We have all the legs of our chair in contact with the floor	● To keep our resources tidy ● We want everyone to have a safe and enjoyable experience at school ● To keep ourselves and others safe ● To reduce the risk of injury ● We help each other to keep safe ● We want to stay safe ● Problems can be dealt with and reduce risk of harm to myself and others ● To show pride in our school and feel good about ourselves

Strategies used by staff
*Define what you mean by good conduct *Good conduct must be taught not told *We are proactive in teaching and building routines, habits and norms *Reboot expectations constantly *We are consistent with expectations

*Expectations are constantly referred to *We have a warm but strict approach to reminders of expectations We have a higher ratio of supervision at unstructured times of the day

Response to appropriate conduct/ behaviour (Rewards)	**Response to inappropriate conduct/ behaviour (Consequences)**
*Positive Praise *In class reward systems - stickers, stars, prizes *Children receive a behaviour star at the end of the for the class on the hall board - class reward during the last week of the term - a day off timetable *Head teacher's Awards, for learning or conduct reward. *Star Learner Awards	Quiet reminder (individual basis) about non-compliance with the school expectations. Warning given and reboot of expectations given If 3 reboots across a week - green cube If another reboot needed for the same expectation - yellow cube If another reboot needed for the same expectation - red cube and loss of star If behaviour is physical in a malicious manner, involves inappropriate touching or swearing (heard by an adult), theft or vandalism - red cube reminder about inappropriate behaviour – green cube Any incident after the loss of the behaviour star means a loss of time at a playtime or lunchtime. (recorded on Bromcom If behaviour is significant and requires the removal of a child from the classroom then the child is sent to the Headteacher. (recorded on Bromcom). Child to work out of the classroom for a period of time. Discussion with parents – telephone/ end of day. Restorative conversation to take place Possible implementation of a behaviour support plan, or if a period of significant behaviour Internal suspensions – if working outside of the classroom for a period of half day or more External suspension - follow policy

Restorative conversation/ Fix it ticket to include:
Apology for the behaviour
Explanation of the behaviour
Discussion about what is to happen next/ what behaviour would be better
Clear indication of what will happen if the behaviour is repeated
Clear communication of what the pupil needs to do better, and expectation that behaviour is to improve

MONITORING AND EVALUATION OF THIS APPENDIX

The procedures detailed will be monitored and evaluated regularly throughout the school year to ensure that they are being implemented consistently throughout the school. Conduct is monitored through Learning Walks by SENCO and SLT. Inappropriate conduct/behaviour that is recorded on CPOMS is also reviewed half termly by the Headteacher.