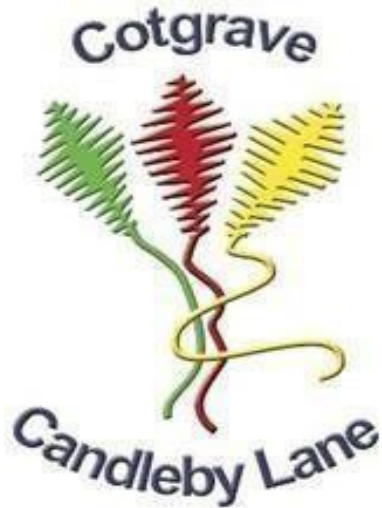


Cotgrave Candleby Lane School



Behaviour Policy

*Adopted September 2025
Review September 2026*

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1. Aims for Behaviour

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. Therefore, our school's Behaviour policy is designed to support the way in which all members of the school can live and work together and is built on an ethos of high expectations. It aims to promote an environment centered around our school's three expectations where everyone is **kind, safe and ready to learn**. These expectations have been identified as we believe they encompass everything that is required to create a positive culture where our pupils are able to thrive.

Our Three school values Unique, Exceptional and Sustainable are each underpinned by three Children's characteristics. Our high expectations for behaviour are taught through these values. Consequently, they are high profile in our environment and in our interactions with pupils during all parts of the day. They also form the basis for our reward system.



The primary aim of the behaviour policy is not a system to enforce rules but a means of promoting good and healthy relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We believe that it is both the responsibility of the class teacher and the child to manage behaviour.

Class Teachers are expected to create an environment of high expectations and providing stimulating lessons, which cater for a range of learning styles, engaging all pupils and support in avoiding inappropriate behaviour. Teachers should take ownership of the behaviour in their class and consider a variety of ways in which they can positively impact any negative behaviour in their room.

Underpinned by our motto '*Kindness is Key*', we believe that genuine, mutually respectful relationships between the teacher and child (with an overriding emphasis on praise and rewards) are the most powerful tools in maintaining good behaviour. This ensures that all children have the best opportunity to engage in a positive manner at all times. It is also crucial that staff are consistent in the delivery of the policy, so that all pupils know what they can expect from all adults in school.

2. Establishing Expectations

STAR Expectations

All pupils across the school are expected to display our 'STAR' behaviour expectations at all times during lessons to maintain consistent high standards of learning behaviours across the school. This ensures that pupils are:

- Sitting Up
- Tracking the Teacher
- Answering Questions
- Right Choices

SLOW

When moving around school, we expect all staff to be ensuring that pupils move around following our SLOW steps. This will ensure that all pupils are:

- Stopping for adults
- Line order
- On the left-hand side
- Walking silently

3. Rewarding Positive Behaviour

It is a firm belief at CCLS that children should receive praise and rewards for good behaviour. We aim to instill in our children a strong sense of *'the right way to behave'* not accepting any low-level disruption. This is achieved through very high expectations which are consistently reinforced by every member of staff in the school. Children are praised for positive behaviour that displays our school values in a variety of ways:

Candleby Credits

These are awarded for both academic effort and for displaying any of the 'Children's Characteristics' that underpin our core values. If a member of staff awards one when marking a piece of work, then 'CC' will be written or Candleby Credits can be awarded verbally by a member of staff.

The child's teacher then records this using the electronic system 'Dojo'. This logs all credits to build up to the sequential certificates below and also informs the child's parents of the achievement. The children progress through these levels but each year starts a fresh (this enable children to see each year as a fresh start).

Certificate	Number of Credits
Bronze	20 credits
Silver	40 Credits
Gold	60 Credits
Emerald	90 credits
Sapphire	120 credits
Ruby	150 credits
Pearl	190 credits
Diamond	230 credits
Platinum	270 credits

Head Teacher Stars

Awarded by any member of staff for exemplary behaviour/attitudes that fall in line with our school values. When the award is given, A wooden star is placed on the child's picture, which is displayed in the classroom. The headteacher (or deputy). When the children have achieved three wooden stars they are invited to enjoy a special reward with the headteacher.

Star of the Week

Star of the Week certificates are awarded weekly to a child in each class who has displayed one, or more, of the characteristics that underpin our school values. They are then presented in a Star of the Week Assembly each Friday.

Class Rewards

Each class has a '100-point chart' and agrees on a reward to celebrate once they reach 100 points. Points are awarded to the entire class when they work together positively and demonstrate our school values.

Kindness is Key Award

Each week, one pupil from each class receives a kindness certificate for showing an act of kindness that week. When an act of kindness has been displayed, the pupil will also receive a love heart award which is then displayed on the child's table within the classroom.

4. Dealing with Negative Behaviour

As a school, we have high expectations for all pupils and the behaviour they demonstrate. We recognise that at times, pupils may not meet these expectations due to a range of factors. In such instances, it is essential that staff interactions help to de-escalate the situation rather than escalate it."

Our behaviour policy is rooted in empathy, consistency, and proactive strategies that foster a positive classroom environment before any consequential behavior steps are applied. Adults are expected to model the behaviour they wish to see, maintaining respectful communication and leading by example—whether in the classroom or around school. We aim to ensure Low-level behaviours are kept in perspective, avoiding unnecessary escalation. Positive reinforcement is key—focusing on what children are doing well and thanking them for their efforts helps build motivation. Reminding children of expectations and clearly outlining 'good choices' empowers them and fosters a sense of control and compromise.

Behaviour Steps

When behavior continues to fall below expectation, to ensure consistency across the school, we have a stepped response system to support staff in effectively dealing with negative behaviour displayed in class.

- Each class has a designated 'Reflection Area'.
- If a child is asked to leave the classroom, they incur a session missed in 'reflection' either at break or at lunchtime.
- This includes a restorative activity so that the child can reflect on their choices.
- It is important that the staff member then reflects with the child to ensure 'repair' is carried out.

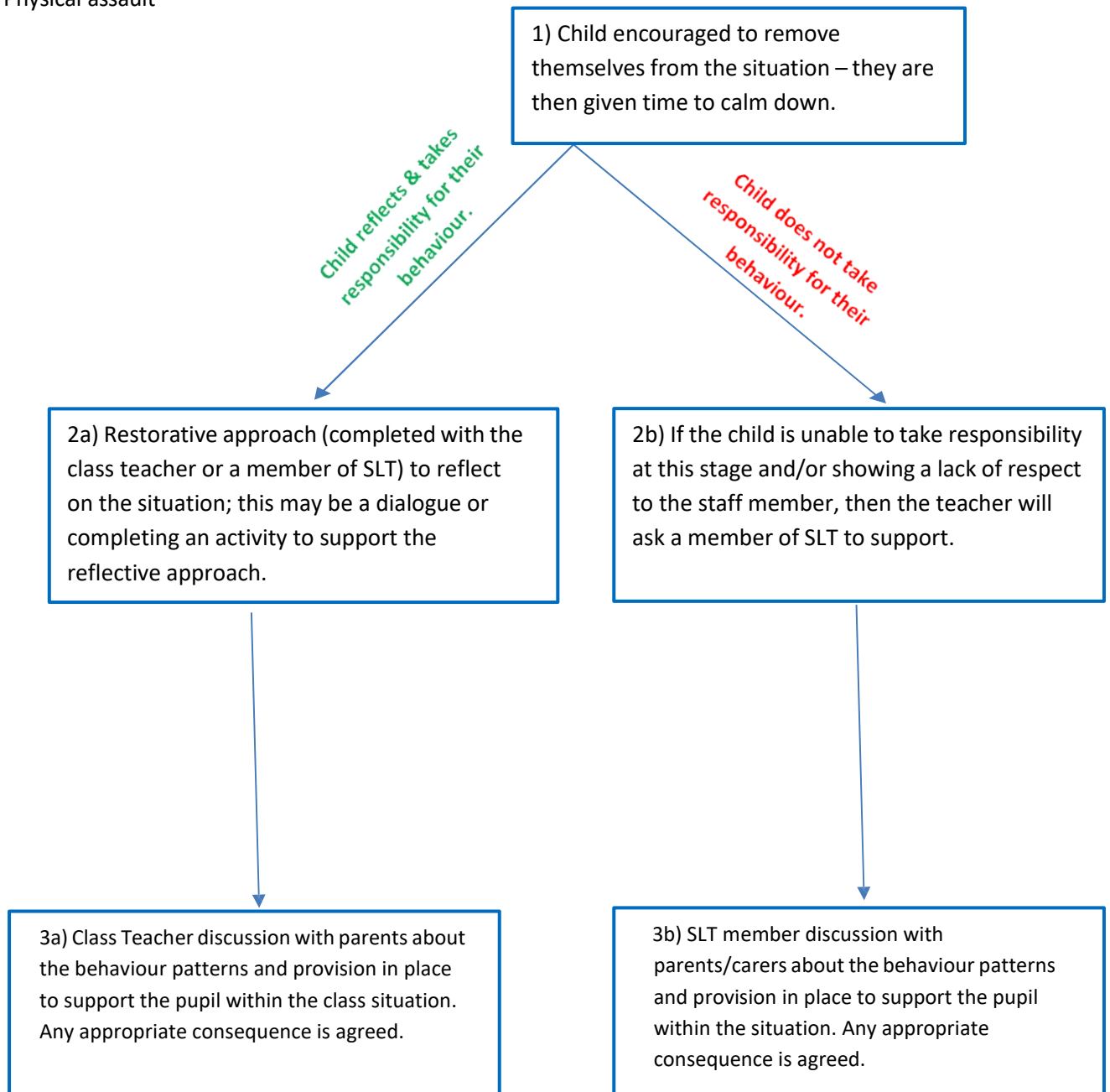
Stepped Reminders Flow Chart



Serious Behaviours

A serious behaviour incident may include one of the following behaviours:

- Verbal abuse
- Fighting
- Discrimination against one of the protected characteristics
- Removal of self from the class/site
- Diversity bullying
- Physical assault



Recording Serious Behaviours

Incidents of serious behaviour are recorded on CPOMS by the staff member dealing with it as a Behaviour Incident. The class teacher or a member of SLT will discuss this with the parents/carers of the child.

A child may work in an alternative setting where it is deemed appropriate for the child to reflect further on their choices. This will consist of the child working in a classroom agreed by the class teacher and member of SLT or support worker dealing with the incident. The child will complete work set by the class teacher.

Individual context and circumstances will be considered when dealing with and responding to serious behaviour incidents. We aim to work in partnership with the parents/carers of the child to seek a resolution and support the child in moving towards more positive outcomes.

A debriefing meeting between the member/s of staff dealing with the original incident and the SLT will take place after a serious behaviour incident has occurred. This needs to take place, where possible, on the same day.

SLT needs to consider the well-being of staff involved as well as that of the children. A reflective conversation should take place around the origins of the incident as well as any consequences. Any learning about the child's needs should be recorded on CPOMS and all appropriate staff should be alerted through the system. This may involve further information gathering, advice and support for the class teacher or other staff members from the Phase Leader, SENCO and any outside agencies as appropriate. The approach will be solution focused, aiming to nurture the child and helping to identify, understand and address their needs and promote their emotional and behavioural development.

Staff will help children to understand the impact of their behaviour on others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline following an incident, there will be no discussion of what has happened and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc.

Supporting with Negative Behaviours

For pupils who need extra support with their behaviour we have both behaviour risk assessments and behaviour de-escalation plans.

Behaviour Risk Assessments

A pupil behaviour risk assessment is considered when a student's conduct poses a demonstrable and ongoing risk to the health, safety and wellbeing of other members of the school community, and where implementation of the school behaviour policy so far appears to have had little or no remedial effect.

There is no such thing as a 'one size fits all' pupil behaviour risk assessment and when necessary, behaviour risk assessments are developed in the light of many variable factors which will exist from one pupil to another.

Behaviour De-escalation Plans

De-escalation refers to the process of diffusing conflicts as they begin to prevent them from getting worse or potentially violent. In regards to classroom management, there are strategies teachers use to de-escalate conflicts in their earliest stages and stop small behavioural issues before they get out of hand. These usually involve identifying a risk and intervening as quickly as possible in a calm and controlled manner.

When necessary, a de-escalation plan will be drawn up for pupils who require additional support with their behaviour. The purpose of the plan is to support members of staff with strategies that will seek to defuse the situation, preventing it from getting worse or potentially violent.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a flow chart for a personalised plan, in line with the school's policy.
- A meeting between the class teacher and behaviour lead to agree actions and targets.
- Planning provision if needed and timetable with Inclusion Team.
- Parental/carer meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents and child.

5. Reasonable Force

The use of 'reasonable force' in schools and colleges – KCSIE 2025.

There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

1The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages, principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93), for example in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

Staff Authorised to Use Reasonable Force

Here at Cotgrave Candleby Lane School the Head Teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who have control or charge of pupils in a given lesson or circumstance have permanent authorisation.

Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

Deciding Whether to Use Reasonable Force

When using reasonable force in response to risks presented by incidents involving children with SEN, disabilities or with medical conditions, schools and colleges should consider the risks carefully recognising the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from/or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force, the following considerations will be made:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person
- whether the consequences of not intervening would have caused serious and significant damage to property
- whether the chance of achieving the desired outcome in a non-physical way was low; the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk. It may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

Using Reasonable Force

When using force, members of staff should only use the minimum amount of force required to achieve the required outcome.

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff training

Staff at Cotgrave Candleby Lane School, who have been identified as needing training in this area, will access Physical intervention and CRB- Controlling Risky Behaviours training through the County Council coordinator who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

Nottinghamshire County Council has adopted the CRB training model, and as such is an 'Approved Training Centre' for Positive Options Ltd, which is a BILD (British Institute of Learning Disability) accredited training programme.

Staff who receive this training will be accredited to use the physical elements of CRB for a defined period as stated on their certificate.

Recording and Reporting an Incident

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as possible after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant
- the use of a restraint technique is significant
- an incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time.
- the degree of force used and whether it was proportionate in relation to the behaviour.
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union

when compiling a report.

Cotgrave Candleby Lane School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance. For further details, please refer to the Cotgrave Candleby Lane Child Protection policy.

Post-incident support

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

The health, safety and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The governing body, along with the LA, and Flying High Trust takes responsibility for protecting the health and safety of all children and members of staff.

6. Bullying

Preventing and tackling bullying states that:

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

All staff are aware of systems within school which support safeguarding, and these are explained to them as part of a staff induction. This includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

Incidents of bullying may be considered as 'Child-on-child Abuse'. Please refer to Child-on-child Abuse Policy for further details.

For all other information relating to bullying, please refer to our Anti-Bullying Policy.

7. Complaints and Allegations

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved. For further details please refer to Cotgrave Candleby Lane complaints policy.

We will also make clear to pupils that they have a right, and are able to question about the use of reasonable force.

We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns through face to face dialogues, use of home/school diaries or by telephone.