



Colerne Church of England Primary School Behaviour Policy

Philosophy

1. At Colerne Church of England Primary School, we want to maintain a school where there is a high standard of behaviour, an excellent attitude and mutual respect, a school in which children feel safe, secure and happy.

Vision and Ethos

2. We believe that all children can be 'A light for all to see' in all aspects of school life. At Colerne Church of England Primary School ALL children are given the opportunity to be shining lights in their learning, leading lights where they are strong and be willing to accept help from guiding lights, be it adults or peers. We believe that it is the right of every child to learn in a happy, ordered and harmonious environment. To enable each child to realise their contribution and responsibility as a member of our whole school community to make this school a place in which everyone can feel valued, respected and good about themselves. As such, we believe that we are all welcoming lights

Objectives

- To ensure the safety and happiness of all children.
- To ensure their educational achievement is not affected by any form of bullying.
- To ensure that children consider others.
- To foster a sense of commitment towards, and pride in, our school.
- To enable children to show consideration to others:
 - By being well behaved in order not to disturb or upset.
 - By respecting the views of others, co-operating, listening, sharing and caring.
 - By being considerate, polite and tolerant.
- To provide an environment in which children are happy and friendly.
- To develop children's ability to become adaptable, honest, independent, responsible, organised, reliable and resourceful.
- To use the principles of Restorative Justice when dealing with any behaviour issues

Developing the School Behaviour Policy

3. All members of the school community have been consulted about this policy. We consulted pupils, all staff, parents and Governors.

Promoting Positive Behaviour at Colerne Church of England Primary School

4. After discussion with children, staff, parents and Governors, we have agreed that good behaviour means that everyone in school is:-
 - Respectful of each other and our environment.
 - Careful and kind.
 - Polite and friendly.
 - Helpful to each other.
 - Calm and hardworking.
5. We will encourage good behaviour by:
 - Recognising and highlighting good behaviour as it occurs.
 - Ensuring that children are praised for behaving well.
 - Explaining and modelling the behaviour, we wish to see.
 - Ensuring that inappropriate behaviour is dealt with appropriately.
 - Encouraging children to be responsible for their own behaviour.
 - Informing parents about their child's good behaviour and achievements during informal meetings, parents sessions in school and open evenings.

Dealing with Inappropriate or Unacceptable Behaviour

6. We adopt a positive approach to behaviour but at times, intervention may be required. As a whole school, we believe in the principles of Restorative Justice. Where appropriate, we will ensure that both parties involved in an incident will get the chance to discuss their emotions and feelings before coming to a resolution.
7. Staff are completely committed to ensuring the well-being of all children in their care and use techniques such as circle time, to enable pupils to express their views and air problems. We operate an open door policy for children and parents in which problems can be discussed and remedied.
8. We feel that it is important to emphasise good behaviour but wish to clearly set out what we consider to be unacceptable.
9. We would define unacceptable behaviour as:
 - Disregard of requests for co-operative, sensible or kind behaviour
 - Threatening, upsetting or abusive language to or about other children or adults.
 - Bullying or racial, emotional, homophobic or sexual harassment – complaints will always be dealt with seriously.

- Physical attacks on others.

Reporting and Recording Inappropriate Behaviour

10. The progressive guidelines are as follows:-

- Usually involves a disapproving look or a quiet reminder from a member of staff i.e. teacher, MDSA, TA, or other adult
- Called to the teacher, MDSA, TA, etc. for an explanation of why the behaviour is unacceptable and what would be acceptable.
- Time to discuss emotions involved, either with another party that are involved, or themselves
- Time out or removal from the situation causing the problem or removal from the room, most likely to the Orchard Room
- Leave the class to spend time with another teacher or, if outside, sent in from playtime or lunchtime to see a member of the SLT. The class teacher will discuss the incidents with the parents and colleagues where appropriate (e.g. MDSA, Inclusion Manager, etc.)
- There is an expectation that the child concerned will take responsibility for his or her actions and make amends.
- If the staff member feels that a more serious conversation is needed, the pupil will be sent to the Headteacher for a firm discussion between pupil and Headteacher. If sent to Headteacher, and it is deemed serious enough, the Headteacher will phone the parents to discuss the areas of concern.
- If the issue is a more serious nature then a short-term temporary exclusion may be considered

11. A smiley face and sad face system may be used across the school as part of their classroom behaviour management.

12. All complaints by parents to the school will be logged and appropriate action taken.

Fixed-term or Permanent Exclusion

13. Exclusion will only be necessary in a very few cases. Our approach and procedures for exclusion are clearly outlined in the School's Exclusion Policy (copies available from the school office or found on the school website).

Appendix 1

14. We believe that good behaviour should be recognised through awards and privileges, these include:

- Whole school agreed and recognised merit system linked to our School Houses
- Stickers – awarded by Teachers, Teaching Assistants, Midday Supervisory Assistants (MDSAs) and the Headteacher.
- Special responsibilities.
- Being able to choose an activity to do.

- Individual class reward systems.
- Class treats.
- Extra playtime/PE sessions.
- Hearing about good behaviour in Collective Worship.

Review History

Issue	Date	Comment	Review Date
1.0	01/09/00	Initial release.	
1.1	01/07/03	Not reviewed – to be referred to staff in September	
1.2	18/01/05	Reviewed by staff.	
1.3	17/01/07	Formatting changes to add headers and footers, page numbers and revision history to document...	
1.4	01/11/11	Full review of policy with major changes	September 2012
1.5	02/11/11	Full review with major changes following further consultation with staff	September 2012
1.6	18/09/12	Full Governing Body review. Policy adopted unchanged.	September 2013
1.7	17/09/13	Full Governing Body review. Policy adopted unchanged.	September 2014
1.8	16/09/14	Full Governing Body review. Policy adopted unchanged.	September 2015
1.9	22/09/15	Full Governing Body review. Policy adopted unchanged.	September 2016
1.10	06/11/16	Policy unchanged	September 2017
1.11	20/9/17	Policy unchanged	September 2018
1.12	18/09/18	Policy Reviewed	September 2019
1.13	September 2019	Policy reviewed	September 2020
1.14	September 2020	Addendum added	September 2021
1.15	September 2021	Policy reviewed with minor amendments	September 2022
1.16	September 2022	Policy unchanged	September 2023
1.17	September 2023	Policy unchanged	September 2024
1.18	September 2024	Policy unchanged	September 2025
1.19	September 2025	Policy unchanged	September 2026

SignedChair of Governors

Signed.....Headteacher

Date