



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. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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:-
 - a) Usually involves a disapproving look or a quiet reminder from a member of staff i.e. teacher, MDSA, TA, or other adult
 - b) Called to the teacher, MDSA, TA, etc. for an explanation of why the behaviour is unacceptable and what would be acceptable.
 - c) Time to discuss emotions involved, either with another party that are involved, or themselves
 - d) Time out or removal from the situation causing the problem or removal from the room, most likely to the Orchard Room
 - e) 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.)
 - f) There is an expectation that the child concerned will take responsibility for his or her actions and make amends.
 - g) 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.

h) 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. Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the learner's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no sanctions are given that are ever degrading or humiliating;
- all rewards and negative consequences are applied fairly

Restrictive physical intervention and/or seclusion should only be used when all other options for de-escalating a conflict situation have failed. To prevent or stop a learner from:

- causing injury to themselves or other
- committing a criminal offence
- damaging property
- causing disorder among learners at the school

Staff will try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the learner) will only be used as part of a support plan set up incorporating the views of the parents and the learner where possible. Learners are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all learners. All physical intervention is to be carried out in such a way as to safeguard the learner and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons,
- illegal drugs or alcohol
- pornography
- fireworks or flares

Staff can search a learner for any banned item, or any item believed to be stolen if the learner agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the learner. However, the headteacher and staff authorised by them can search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a dangerous/ unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other learners talking about the item, or they might notice a learner behaving in a way that causes them to be suspicious.

The member of staff conducting the search will understand that learner's expectation of privacy increases as they get older.

Teaching and the curriculum

Our learners access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing learner self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes learners' self-control and ability to self-regulate, and strategies for doing so. We aim to help learners to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces.

They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages learners to be engaged.
- Invest time and energy in building positive relationships with learners. This may include:
 - Greeting learners in the morning/at the start of teaching sessions.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures).
 - Highlighting and promoting prosocial behaviour.

- Concluding the day positively.

Learner support systems:

We regularly review the support available to those individual learners identified as being at risk of disengagement. The support offered includes:

- Access to alternative/enhanced curriculum
- Planned 'Time Out'. Learners who exhibit impulsive behaviour can be offered a Time Out where they will leave the learning session for a short period of time and visit the Orchard Room or spend time with Mr Solomon. This will happen as part of a plan agreed in advance by the SENCo/KS lead.
- Identification and support of SEND. Any learner will have an Individual Support Plan if their progress in terms of their social, emotional or mental health (SEMH) development:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close (or widens) the attainment gap between the learner and their peers

We use the Wiltshire SEMH Assessment tool to support with this.

We will determine whether there are any underlying cognitive or communication difficulties that may be contributing to the learner's behaviour. Where a learner is identified as having SEMH-related difficulties, SEND support will be put in place.

Teaching strategies – The leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for these learners whose behaviour may be the result of a learning difficulty, a disability or a medical condition.

Trauma informed practice – We understand that trauma can negatively impact learners' ability to feel safe or develop trusting relationships with staff and their peers in school and we ensure ISPs for any learners who have experienced trauma in their lives are informed by good practice guidelines to:

- avoid re-traumatisation and to
- address the barriers that learners affected by trauma can experience in school.

We use the ATRCM tool to support with this.

Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support learner's social and emotional development.

Liaison with parents

We work closely with the parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour.

We aim through our interactions with parents to help them to focus on examples of positive, pro-social behaviour shown by their children. We provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future.

Parents as well as our learners are given an opportunity to contribute to the review of this policy.

Managing transitions to the next stage of their education/life

We recognise that how learners start and leave our school is a key indicator of

- success with us and
- success at their next school

Consequently, we work closely with parents to ensure we have the most up-to-date information about our learner's social emotional and mental health needs. We ensure learner's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations eg schools, Wiltshire Council, to ensure any welfare records for learners are shared on transition:

- by the setting/school previously attended by the learner.
- by the DSL/Pastoral lead in the next school when the learner leaves us.

For any learner that may be dual-registered with another school or supported by an alternative provider commissioned by the school, a nominated staff member will liaise regularly with a named colleague at that base to ensure information is shared in the best interests of the learner. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

Training

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with learners are provided with continuous professional development in this area.

This includes training in:

- Positive behaviour management and restorative strategies
- SEN and disabilities associated with challenging or withdrawn behaviour eg autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child on child abuse.
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of learners.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and learners.

Staff support

Due to the demanding nature of our work dealing with learners who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Appendix 1

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

- Whole school agreed and recognised house point 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
2.0	September 2026	Policy reviewed with significant changes to include amendments to include sections from Wiltshire Model Behaviour Policy and KCSiE 2026	September 2027

SignedChair of Governors

Signed.....Headteacher

Date