



COLLINGBOURNE C OF E PRIMARY SCHOOL

Safeguarding and Child Protection

Behaviour Policy

We want our school to be the place that everyone wants to come to. A school that is kind and caring. Our school will help us be the best people we can be.... and it's brilliant fun too!

Matthew 7:12, "Do to others as you would have them do to you."

This policy gives guidance to all who work with pupils in Collingbourne School. It describes how positive behaviour is encouraged. The quality of learning, teaching and behaviour in school are inseparable issues, and the responsibility of all school adults. The behaviour policy plays a crucial role in achieving the Vision of the school.

As a Christian School our values of Kindness, Friendship, Wisdom, Courage & Perseverance, Respect and Peace are at the heart of all we do and, as such, this policy is driven by those values.

Context

All members of our church school community enjoy the right to be treated respectfully and fairly as they learn, and to be safe. Everyone shares the responsibility to ensure this happens effectively. School rules are made with this end in mind and these are supported by clear, supportive routines so that everyone knows what is expected of them. All school adults strive to establish and maintain strong, positive relationships. This means when learners make bad choices there is a determination to restore things, and when learners make good choices this is acknowledged and celebrated, thereby reinforcing them and making them more likely in the future.

Golden Rules

Consistent standards of behaviour are expected in all school activities, including those off the school site. These are summarised in the school's 'Golden Rules', namely:

- We are kind and respectful: We don't hurt others or their feelings
- We listen: We don't interrupt
- We are honest: We don't cover up the truth
- We work hard: We don't waste our own or others' time
- We look after property: We don't waste or damage things

Rewards and Consequences

As stated above, when children make good choices, these are acknowledged and celebrated: thereby reinforcing them and making them more likely in the future. When learners make the wrong choice, there are clear consequences and a determination to explain to children what they need to do to put things right. The rewards and consequences will always mean more to children when strong, positive relationships are maintained thus making them more effective. Our rewards and consequences are detailed below:

Good Behaviours

Part of building positive relationships with children involves lots of positive praise. This will be for a variety of actions and behaviours of course but we will explicitly reward behaviours that represent our 6 key Christian values. This praise will often 'informal' such as: a smile, thumbs up, spoken praise or a sticker. However, there are also more formal methods of rewards available.

- Christian Value Gems
- House Points
- Sent to subject leader/other teacher for praise (at an appropriate time)
- Informal chat/DOJO message to parent
- Certificate (Friday assembly)
- Sent to Headteacher for praise and sticker

Class Teachers will have their own system of rewards in each classroom.

Negative Behaviours

It is the responsibility of all staff to use their skill and knowledge of the children to avoid negative behaviours manifesting. For example, it may be necessary to sit with a child on the carpet to support their attentiveness. It is our responsibility to provide a learning environment that gives children every chance to make the right choice. It is also recognised that staff will use their expertise and knowledge of individual children to influence their reactions to certain behaviours (including ignoring some). For example, if an adult understands that a child may be emotionally vulnerable then they may choose to ignore certain behaviours. Likewise, there will be times when a de-escalation period is necessary and appropriate before a sanction is given.

Some behaviours such as: chatting, dishonesty, thoughtlessness and inattention will require consequences and again, these will often be 'informal' such as: a frown, a spoken reminder or simply a 'look'. However, there are also more formal methods of sanction available.

- Visual Reminder- Moved on 'Good to be Green' chart
- Loss of playtime or lunchtime
- Time out- short supervised removal to another class
- Referral to SLT
- Referral to Headteacher
- Contact with Parents (in person or via 'phone) or DOJO
- Positive Behaviour Plan
- Exclusion (internal/external)

Bullying and racial harassment

A positive school atmosphere involves a sense of community. This cannot be achieved in a school where there are pupils experiencing harassment (physical or psychological) and nothing is done about it. Such children, rightly, cannot give the school their confidence. Consequently behaviour threatening the school's sense of community is treated seriously and not ignored. (See: 'Anti-Bullying Policy'.) Bullying and racial harassment are serious offences against the school community. We are alert to signs of such behaviour and deal firmly with it. (All bullying and racist incidents are recorded and parents of the children involved informed of them.)

Positive Behaviour Plans

If a child's poor behaviour causes continuing concern then a 'Positive Behaviour Plan' is created in partnership with the child's parent(s)/carer(s). This entails establishing clear success criteria for improvement, suitable strategies to promote improvement and regular review meetings with parent(s)/carer(s). It may entail contact with the LA Behaviour Support Service for assessment of need and/or to provide appropriate guidance and support.

Exclusion

For serious offences the head teacher may exclude a pupil for a fixed period or permanently. Exceptionally this may follow a single incident. Normally we will have worked hard in partnership with parents to try to avoid this outcome. If a child is at risk of permanent exclusion a 'Pastoral Support Programme' is created and implemented in partnership with parents and local authority support staff.

Responsibilities:

Head teacher

The head teacher determines, in accordance with any written statement of general principles provided by the school's governing body, measures to be taken to promote, among the pupils, self-discipline and proper regard for authority, encouraging good behaviour on the part of the pupils, ensuring that the standard of behaviour of pupils is acceptable, making such measures generally known within the school and ensuring that they are implemented. Parents are reminded of the existence of the school's 'Behaviour Policy' annually and it is freely available to interested parties. The head teacher ensures that appropriate professional development opportunities are provided for all staff to undertake their responsibilities well (in accordance with perceived need and with due regard to the 'School Improvement Plan'.)

SLT

The SLT support teachers by helping to celebrate good behaviours and challenging poor behaviours, sharing responsibility with the head teacher.

Teachers

All teachers are required to maintain good order and discipline among all pupils, safeguarding their health and safety when they are on the school premises and when they are engaged in authorized activities elsewhere.

Other staff

Support staff and volunteer helpers play an important part in the implementation of the school's Behaviour Policy. They assist individual pupils under the guidance of class teachers and the head teacher, building good relationships with the pupils. They provide close supervision of individuals and groups as directed by teachers and the head teacher. Some teaching assistants play a particular role in supporting children in small-group settings or intervention groups.

This policy was produced by the Headteacher.

Originally Written and Adopted:	November 2003
Last Review:	January 2020
Next Review:	January 2022



Safeguarding & Child Protection

Behaviour Incident Form

This form is to be used to record negative and/or unacceptable behaviour. Please return to the Headteacher once completed.

Name/s of child/ren involved:	
Date of incident:	
Time of incident:	

Location of incident:	Type of incident:	
Classroom <input type="checkbox"/>	Physical assault <input type="checkbox"/>	Ridicule of cultural differences <input type="checkbox"/>
Playground <input type="checkbox"/>	Derogatory name calling <input type="checkbox"/>	Racist comments/materials <input type="checkbox"/>
Main Hall <input type="checkbox"/>	Refusal to co-operate <input type="checkbox"/>	Damage to property <input type="checkbox"/>
Toilets <input type="checkbox"/>	Provocative behaviour <input type="checkbox"/>	Inappropriate form of address <input type="checkbox"/>
Corridor <input type="checkbox"/>	Threatening/aggressive behaviour <input type="checkbox"/>	Attempts to recruit racist organisations <input type="checkbox"/>
Other <input type="checkbox"/>	Verbal abuse or physical threats to pupil/staff <input type="checkbox"/>	Other <input type="checkbox"/>

Details of incident:	
<ul style="list-style-type: none"> ▪ Antecedents prior to the event? ▪ Any trigger? ▪ What was said ▪ Actions taken to de-escalate/defuse the situation 	

Action taken:	
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Name/s of staff present:	
Your name:	
Signed:	
Date:	