

# The Coombes Church of England Primary School Behaviour Policy

**Aim of Policy:** At The Coombes Church of England Primary School we have high expectations of behaviour for all members of the school community. This Policy aims to detail all aspects of these expectations and measures to be taken in a variety of circumstances.

**Description:** This Policy refers to the school’s expectations of behaviour, detailing the core principles as well as specifics for Governors, staff, pupils, parents and carers. It clarifies the positive aims of a clear, safe and consistent Behaviour Policy, covering rewards and sanctions, conflict resolution and exclusion. It highlights the importance of a good, communicative relationship between the school, pupils, parents and carers.

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## 1.0 Introduction

At The Coombes Church of England Primary School, we have high expectations for behaviour and are proud of the behaviour of our children. We are also committed to creating a safe and secure environment in which children can learn. Our school recognises that every member of the school community has a responsibility for their actions and everyone is expected to behave in a way which reflects our Christian values by caring for, helping and respecting people, the school and its contents.

At The Coombes Church of England Primary School, our values (Compassion, Perseverance, Wisdom, Responsibility, Forgiveness, Respect) and our vision to celebrate everyone's gifts and successes creates the foundation of our behaviour policy with priority given to positive behaviours in order to build each person up.

Staff are committed to working closely with parents, carers, pupils and governors to promote positive behaviour and to create a culture of respect where exemplary behaviour is always evident. We will always take a considered and sensitive approach to managing behaviour in order to support all of our pupils to develop an understanding of behaviour expectations and the impact of poor behaviour on others.

### **At The Coombes Church of England Primary School our core principles for behaviour are that:**

- Our Christian vision and values support appropriate behaviours and underpin daily interaction within our school and local community
- We ensure our school values of compassion, respect, responsibility, wisdom, perseverance and forgiveness are communicated through the behaviour and interaction between members of our school community
- All pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- Everyone ensures the systematic and consistent management of behaviour by setting clear boundaries and following school policy
- Pupils are encouraged to develop skills to take responsibility for their own behaviour and enable them to assess and manage risk appropriately to keep themselves safe
- We ensure a coherent and fair reward system that acknowledges and celebrates good behaviour.

## 2.0 Aims of the Policy

- 2.1 To ensure our school's Christian character, values and vision are reflected in the relationships between and behaviour of individuals within our school community
- 2.2 To encourage a calm, purposeful and happy learning environment within our school which reflects our Christian ethos.
- 2.3 To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
- 2.4 To provide opportunities for children to develop their independence, self-discipline, and sense of responsibility towards themselves and others.
- 2.5 To develop a consistent approach for promoting positive behaviour throughout the school in order to establish a fair rewards system that acknowledges and celebrates good behaviour.
- 2.6 To ensure that expectations of behaviour are clearly communicated to everyone and work in partnership with parents/carers.
- 2.7 To establish procedures which determine a clear and consistent approach to managing unacceptable and/or disruptive behaviour.
- 2.8 To raise self-esteem, to teach and to value positive behaviours through the content and delivery of collective worship and the curriculum.
- 2.9 To offer opportunities for children to learn the principles of good behaviour through a broad curriculum and through daily acts of collective worship.
- 2.10 To manage effectively incidents of bullying, sexism, racism, homophobia or any other discriminatory behaviour if and when they occur.

## 3.0 Policy & Legislation

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

- o [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- o [Behaviour in schools: advice for headteachers and school staff 2022](#)
- o [Searching, screening and confiscation at school 2018](#)
- o [Searching, screening and confiscation: advice for schools 2022](#)
- o [The Equality Act 2010](#)
- o [Keeping Children Safe in Education](#)

- o [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- o [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- o [Use of reasonable force in schools](#)
- o [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:

- o 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
- o [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and scheme of delegation.

The above guidance and The Department for Education expects that “every teacher will be good at managing and improving children's behaviour” and our school shares the same if not higher expectations of staff. To support the encouragement of good behaviour and discipline, staff receive appropriate and relevant training in behaviour management.

## 4.0 Responsibilities of Children

- To behave in a way which reflects our school's Christian character, vision, and values.
- In class, children must make it as easy as possible for everyone to learn and the teacher to teach. This means: Entering the class on time, sensibly and when required getting prepared with appropriate equipment to begin learning.
- To work to the best of their abilities and to allow others to do the same.
- To treat others with respect at all times.
- To respond appropriately to the instructions of staff and other adults working in school.
- To take care of property and the environment in and around school.
- To cooperate with children and adults in all aspects of school life.
- To help formulate and comply with the classroom rules and behaviour expectations.

- To move sensibly and quietly in and around school.
- To share in celebrating the achievements of all members of the school community.
- Represent the school in a way which reflects our values on residential trips, class trips, sporting matches, inter-school events and/or local visits.

## 5.0 Responsibilities of Staff

- To behave in a way which reflects the Christian character, vision, and values of the school at all times and act as a role model for our children.
- To fully comply with the school's policies and procedures.
- To attend appropriate training with regard to behaviour, including the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour
- To support all children to ensure they are aware of behaviour expectations throughout all aspects of school life
- To provide a personalised approach to the specific behavioural needs of particular pupils
- To promptly and accurately report behaviour as per existing systems and procedures
- To review behaviour records to make sure that no groups of pupils, including those with protected characteristics, are being disproportionately impacted
- To inform appropriate staff of any behaviour concerns.
- To treat all children fairly and with respect consistent with the Christian values of the school.
- To raise children's self-esteem and develop their full potential by offering high quality learning experiences and individualised support which fosters positive attitudes and good behaviour.

- To maintain high expectations of pupil behaviour and learning at all times in all circumstances.
- To create a safe, stimulating, and pleasant environment for learning.
- To use rules and sanctions clearly and consistently.
- To be a good role model for positive behaviour.
- To establish effective partnerships with parents so that children are well supported and receive consistent messages regarding their behaviour.
- To recognise each child as an individual when managing behaviour and to take into account the needs of each child.
- To praise and reward exceptional behaviour and achievements.

### 5.1 Staff training

Each year, as part of the annual safeguarding refresher training, the school will revisit the expectations of the behaviour policy and the staff's roles within that. There will be ongoing monitoring of the implementation of this policy and when necessary support/ guidance will be given.

As part of the induction programme for new staff members, there will be thorough training on the behaviour policy so that new adults know the expectations and how to maintain a consistent approach.

### 6.0 Responsibilities of Parents:

- To behave in a way which reflects the Christian character, vision and values of the school at all times.
- To ensure their child/ren attends school, arrives on time and is collected on time each day.
- To tell school staff about anything that may affect children's learning, behaviour and/or wellbeing at school.

- To show an interest in all that their child does at school and promote positive attitudes towards learning.
- To offer help and support with learning at home, including the completion of homework.
- To encourage independence and self-discipline in their children.
- To establish good communication with school staff and support the Behaviour Policy.
- To encourage respect and model good behaviour whilst also making their children aware of inappropriate behaviour.
- To work with school staff to address and review any behaviour issues with their child/ren.
- Parents are asked to sign our home-school agreement annually, attend Parent's Evenings and support the school by reinforcing key messages in regard to behaviour.

## 7.0 Responsibilities of Governors

- To ensure that the school Behaviour Policy reflects the Christian character, vision and values of the school.
- To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
- To ensure the Behaviour Policy is used in conjunction with the safeguarding policy
- To ensure the Behaviour Policy is made available to parents on request.
- To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management



- To ensure that staff undertake appropriate behaviour management training.
- To nominate a Governor to be responsible for liaising with the Local Authority (LA) and /or partner agencies in the event of allegations of abuse being made against the Headteacher.
- To review their policies and procedures and provide information to the LA when appropriate, regarding policy and about how the above duties have been discharged.

## 8.0 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our safeguarding policy and consider whether pastoral support; an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information on our website -[www.thecoombes.com](http://www.thecoombes.com)

## 9.0 Approaches to Managing Behaviour

### 9.1 Recognition of appropriate behaviour (rewards)

The Coombes Church of England Primary School encourages good behaviour through a combination of high expectations, clear policy and a Christian ethos which fosters discipline and mutual respect between all members of the school community. A variety of rewards may be used by school staff in order to ensure they are appropriate for individual pupils. School staff will endeavour to use rewards consistently throughout the school; however, they may vary depending on the age or other circumstances for pupils.

Rewards we will use:

- Praise and encouragement
- House points are given to children for exceptional consideration for others, good learning attitude/behaviour, good work, consistent effort or a specific achievement. (Please see appendix 1 for overview of house points system).
- Teachers may award stickers, certificates etc. within individual classes.

- Headteacher awards are awarded for exceptional learning/behaviour. The child is to be recommended by a member of staff and sent to the Headteacher. Headteacher awards are collated and celebrated in our regular celebration assembly.
- Weekly ‘Achievement certificates’ are awarded to pupils within each class and presented at Celebration Assembly on a Friday. Often there is a weekly focus linked to our school values/Christian ethos which are the basis for choosing children to receive these awards.
- Each term, selected pupils from each class will be nominated and rewarded for living out each of our school values.
- Teachers will contact parents specifically to share positive feedback. This could be via telephone or a ‘behaviour postcard’ being sent home.
- Extra or extended break or lunchtimes.
- Opportunities to have extra time with school staff doing something which interests them e.g. a game of chess or creating a piece of art.
- In Year 6, the children the children will have the opportunity to be a Prefect
- Out of school achievements are celebrated with the whole school on a Friday at our Celebration Assembly and/or in the school newsletter.

Any other reward deemed appropriate by school staff

## 9.2 Unacceptable Behaviour

At The Coombes Church of England Primary School, we are committed to promoting good behaviour at all times and will not tolerate unacceptable behaviour under any circumstance.

Below are examples of behaviours which the school would consider unacceptable:

Level	Description
Level 1	<p>Incidents at this level would include examples such as (not a limited list):</p> <ul style="list-style-type: none"> <li>- Infrequent low-level disruption – talking at inappropriate times, off task, calling out, distracting others.</li> <li>- Infrequent disruption in corridors or within transitions in class</li> <li>- Infrequently not following instructions</li> <li>- Infrequently not completing tasks in class through a lack of effort</li> <li>- Infrequent poor manners</li> <li>- Infrequent use of unkind words towards others</li> <li>- Infrequent failure to look after school property</li> <li>- Infrequently not telling the truth – not impacting others</li> <li>- Infrequent minor physical behaviour not intended to hurt others (ie. pushing out of the way)</li> </ul>
Level 2	<p>Incidents at this level would include examples such as (not a limited list):</p> <ul style="list-style-type: none"> <li>- Continued and deliberate low-level disruption (see above)</li> <li>- Occasional defiance – purposely not following instructions</li> <li>- Continued lack of effort – poor attitude</li> <li>- Occasional use of unkind words towards others</li> <li>- Deliberately damaging school property (drawing on tables/ walls)</li> <li>- Infrequent use of inappropriate/ offensive/ language</li> <li>- Infrequent physical behaviour – intending to hurt</li> <li>- Frequently not telling the truth which impacts others</li> </ul>

	- Frequent misuse of technology
Level 3	<p>Incidents at this level would include examples such as (not limited to):</p> <ul style="list-style-type: none"> <li>- Significant disruption to learning e.g., whole class/ sustained periods</li> <li>- Continued defiance/ refusal to follow adult direction</li> <li>- Continued use of offensive language</li> <li>- Continued aggressive behaviour towards others</li> <li>- Theft</li> <li>- Significant damage to school property (Damaging buildings/ windows doors)</li> <li>- Any form of bullying</li> <li>- Behaviour of a sexual nature (ie. inappropriate touching, comments, jokes, interfering with clothing)</li> <li>- Racist / sexist/ homophobic or any other discriminatory behaviour</li> </ul>

### 9.3 Management of unacceptable behaviours

Sanctions for poor behaviour will be proportionate and responses may vary according to the age, needs and any other special circumstances that affect the pupil. When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the Behaviour Policy.

Sanctions will be decided by school staff and will be applied when behaviour demonstrated by pupils is inappropriate at any time during the school day, and/or at events held out of school hours when children are representing the school, including online.

#### Sanctions may include:

Phase 1	<ul style="list-style-type: none"> <li>• A verbal reprimand, including an explanation to the child as to why their behaviour was inappropriate. These may be escalated to Key Stage Leaders, Deputy Headteacher or Headteacher</li> <li>• Extra work or repeating unsatisfactory work until it meets the required standard</li> <li>• The setting of tasks as punishments, such as writing a letter of apology</li> <li>• Child to complete self-review of behaviour which is sent home to parents</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>• Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in school events</li> <li>• When appropriate; phone call/meeting with parents and child to discuss actions</li> <li>• Missing (part/all) break times / lunchtimes</li> <li>• Removal from classroom (child to work in a different part of the school)</li> <li>• Behaviour monitoring system (e.g. ABC chart)</li> <li>• Early Help assessment</li> <li>• DSL/SENDSCO intervention (if appropriate)</li> <li>• Meetings with parents/carers</li> </ul>

Phase 3

- Exclusion from clubs attended within or out of school hours offered by the school
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after mealtimes; or other tasks deemed appropriate by school staff
- Regular reporting including daily behaviour 'charts' which are shared between home and school
- Other agreements made in consultation with parents e.g. loss of privileges at home
- Any other sanctions deemed appropriate by school staff

Phase 4

- In more extreme cases schools may use temporary or permanent exclusion. (See Exclusion Policy)

*Note - Sanctions for inappropriate behaviour may skip phases e.g. Phase 3 sanction implemented immediately when significant behaviour occurs. This will be at the school staff discretion.*

We encourage children to take a proactive role in solving their own problems or supporting their peers to do so. We have pupils trained as Anti-Bullying and Anti-Racist Ambassadors annually and posters are displayed around the school to encourage appropriate strategies. Conflict resolution is also discussed as part of our SMSC / PSHCE curriculum and Collective Worship.

## 9.4 Physical intervention policy / Use of reasonable force

At The Coombes, we use physical intervention as last resort with a focus on de-escalation. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for items deemed dangerous or offensive to others. In addition, the DfE guidance allows the use of reasonable force in order to prevent behaviour prejudicial to maintaining good order and discipline at school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

\*Note please see Appendix 2

## 10.0 Behaviour Off-site

At The Coombes we expect that all pupils will behave in an exemplary manner when on educational visits, inter-school events and sporting events. Pupils should act as

ambassadors for the school and also behave in a proper manner on the way to and from school; and when wearing school uniform (if any) in a public place. Parents will be informed of incidents of anti-social behaviour reported to the school where children are clearly identifiable. If appropriate, the school will also notify other agencies. When on residential trips, parents will be expected to collect pupils if behaviour falls below acceptable standards.

Sanctions may apply to a pupil off site if their behaviour:

- Could have repercussions for the orderly running of the school trip / event / visit
- Poses a threat to another pupil or member of public
- Could adversely affect the reputation of the school

## 11.0 Behaviour Online

The school will challenge and address any online behaviour which:

- Poses a threat or causes harm to another pupil
- Could have repercussions for the orderly running of the school
- Adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will be decided by school staff with the intention of not only addressing the behaviour appropriately (i.e. Sanction reflects severity of behaviour) but also ensuring a child understands why their behaviour was inappropriate in order for them not to repeat the behaviour again.

## 12.0 Bullying

Bullying is described as:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult to defend against
- Imbalance of power

For more information about bullying, please see our anti-bullying policy.

## 13.0 Pupils with SEND

The school recognises that pupils' behaviour may be impacted by or be a result of, a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND and the school will manage behaviour in line with relevant government guidance and legislation.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring.

Some of these preventative measures include:

- Movement breaks
- Adjustment to seating plan
- Uniform adjustments
- Safe spaces for self-regulation

If the school has a concern about the behaviour of a pupil with an EHC plan, we will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The school's special educational needs co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs

**The school will use our knowledge of each individual pupil with SEND to develop and implement bespoke behaviour management strategies.**

## 14.0 Working with external agencies

If a pupil shows signs of emotional and behavioural difficulties that cannot be resolved within the school's resources, the school will begin procedures as advised in the Special Educational Needs Code of Practice. As a part of the school's response to these needs other support agencies such as the Educational Psychologist, Behaviour & Emotional Support Team, Educational Welfare Officer, etc. may be consulted. This process will be co-ordinated by our SENDCO.

## 15.0 Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### 16.0 Monitoring, recording and reporting of behaviour

The school will collect data based on the number of incidents that have occurred and the type of behaviour that has occurred.

This data will be analysed on a termly basis and will be from a range of perspectives including:

- Year group comparisons
- By characteristic group including protected characteristic groups (Perpetrator and Victim)
- By time of day/ day of week

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

School staff are expected to report and discuss concerning incidents of behaviour with parents and carers, as well as senior members of the leadership team.

Significant behaviour incidents will be logged and records will be reviewed by senior members of the leadership team, who will also analyse the data generated and implement support as required. Using this information, staff can put individual behaviour strategies in place e.g., reward chart, time out station. Leaders will also provide this anonymised information to the Governing Body at regular intervals for review.

All incidents of bullying, harassment (including racial, sexual or homophobic abuse) or those of a sexual nature must be reported to the Headteacher, and if appropriate DSL/DDSL.

### 17.0 Working in partnership with parents/carers to address poor behaviour and promote good behaviour

The school is keen to work in close partnership with parents/carers and will formally inform parents/carers regarding their child's behaviour at parents' evenings. Staff will also informally discuss behaviour (both inappropriate and exemplary behaviour) with parents/carers when appropriate at the beginning/end of the school day or via telephone as required.

Parents/carers are also welcomed to speak with staff to discuss their child/ren's behaviour at any time.

In repeated cases of poor behaviour, parents/carers will be invited in to school to form an action plan. The above system takes into account the persistent types of behaviour such as those in Level 1 above, i.e. chatting in class, which are not considered serious enough to involve parents/carers at a very early stage. Teachers may keep behaviour logs when appropriate.

## 18.0 Severe behaviour incidents - Exclusion

Children, where behaviour is extreme, may be put on report or excluded by the Governors, on a temporary or permanent basis. *"The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community."* (See Exclusion policy).

## 19.0 Malicious accusations against school staff

If a child, parent or carer within the school makes a malicious accusation against school staff this will be investigated by the Headteacher (or Governing Body if the accusation is against the Headteacher). If the allegation is deemed to be unfounded an appropriate sanction will be enforced by the school.

Examples could be: Education around the impact of allegations for the pupil, a letter of apology or in severe cases, exclusion. Sanctions will be decided by the Headteacher and/or Chair of Governors.

## 20.0 Equal Opportunities

Our Equal Opportunities Policy states that our school believes that no-one should receive less favourable treatment on the grounds of, for example: race, gender, disability, sexuality, age, income, religion, colour, ethnic background, origin, marital status or nationality. This statement is particularly pertinent to this Behaviour Policy. It is useful to note that strategies may be adapted to suit individual needs. Our school will be vigilant to ensure there is, and every child knows that there is, a fair system in place to ensure good behaviour exists at school.

## 21.0 Related school documents

This Behaviour Policy is one of the essential policies of the school. We recognise that this policy works alongside other school policies and practices and a list of associated school policies and documents considered when developing this policy are listed below.

- Behaviour and Discipline in Schools (DfE) 2016



- Valuing all God's Children (Church of England guidance- 2017)
- School Vision and Values Document
- Medicines in School Policy
- Admissions Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- E-Safety Policy
- Health and Safety Policy
- SEND Policy

## 22.0 Monitoring of the Behaviour Policy

The monitoring of this policy and its implementation will be completed by the Headteacher and SLT members on an ongoing basis. The Headteacher will report to the Governing body on a regular basis about the behaviour in the school and the implementation of this policy.

The views of both pupils and staff will be taken in to consideration when making any adjustments to this policy.

## APPENDIX 1: House Points

### 1.1 General guidelines

The children are organised on entry to our school into four Houses: **Earth, Water, Air, Fire**. We have a House points system and children are encouraged to earn as many points as they can for their House. House points are very special and will only be awarded when children have demonstrated behaviours which are above and beyond our high standards.

### 1.2 Awarding of House points

Staff will endeavour to award House points consistency across the year groups.

House points can be awarded by any member of school staff for various reasons. House points can only be received from the member of staff who awarded them. Points will be awarded for behaviours including:

- Behaviour which reflects our Christian ethos
- For exceptional consideration for others,
- Good learning attitude/behaviour,
- Exceptionally good work, including effort to learn
- Consistent effort or a specific achievement.

House points will be awarded from 1 to 5 for an individual behaviour.

House points will be identified by coloured counters which are associated to each House.

### 1.3 Organisation of House points

Each classroom within the school will have a House point collection area within the classroom. Children will place counters into their House point collection pots.



### 1.4 Collation of House points

The House points are counted by our Prefects on a weekly basis with a weekly winner announced during our Celebration Assembly. House points are then tallied over the course of a term: a winner is announced, and the children in that House are rewarded with a special event or treat. At the end of the year, once all House points are tallied, the House Champions will be announced. The winning House will be awarded their ribbons on the House Cup.

Note - Should individual pupils' behaviour not be appropriate within the winning House, staff reserve the right to withdraw individual children from any reward/s as a result of winning the House cup.

### 1.5 Why use a House points system

We believe this system reflects our Christian ethos. It aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger than themselves, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

### 1.6 Reinforcement of the House system

For sport and PE events which involve the whole school, children wear coloured t-shirts which are specific to their House. Occasionally, children will work in House groups rather than year groups. This provides children with useful opportunities to work not only with their peers but with those older or younger than themselves. Activities and events e.g. sport day will also contribute to the House points system.

## APPENDIX 2: Physical intervention policy- Use of reasonable force

### 2.1 Introduction

The School's Policy reflects the expectations of the Children Act 1989 and the Human Rights Act 1998. It is also consistent with the guidance provided by the DfE (2015), and Wokingham Local Education Authority, on this subject.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable force can be used to

prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

At all times staff will follow guidelines as outlined in the DfE's publication: 'Use of Reasonable force' (2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## 2.2 Principles

Children who lose control require external help to regain control - The use of physical interventions is an act of care, never used as a punishment. When force is used it will be the least amount necessary for the minimum period of time to enable a child to regain self-control.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for “prohibited items” –

- alcohol
- knives and weapons
- illegal drugs
- stolen items
- cigarettes, lighters, matches, tobacco and cigarette papers
- E-cigarettes and vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

*Note: Force will not be used to search for items banned under the school rules.*

### 2.3 Prevention

The school has a stepped approach to prevention which begins with developing an ethos in which good behaviour is a reasonable expectation, proceeds through a number of stages of intervention to deal with signs of mounting anger and aggression and culminates in the use of force (restraint) only as a last resort.

### 2.4 Partnership

The school recognises the important part that parents/carers, other professionals and the LA play in managing children with challenging behaviour and will work actively in partnership with these people to promote acceptable behaviour in children and young people.

### 2.5 Authorised Staff

The Headteacher will authorise those individuals who may be required to use physical interventions in the course of their duties. These authorisations will be reviewed where required.

### 2.6 Recording and Monitoring

All incidents of restraint and other physical interventions will be recorded and regularly reviewed. The Headteacher will provide an annual report to Governors (which will be available to parents/carers and other professionals).

### 2.7 Complaints

All complaints, which arise through the use of physical interventions, will be taken seriously and investigated properly. Under no circumstances should children or young people or their parents take direct action against any member of school staff.

## APPENDIX 3: The Coombes Code

# The Coombes Code

**We show Compassion**

- ✦ by helping and encouraging others to learn
- ✦ by listening and participating in lessons
- ✦ by caring for equipment
- ✦ by taking pride in our work

**We show Respect**

- ✦ by valuing ourselves and our right to learn
- ✦ looking after our learning environment and resources
- ✦ supporting and encouraging others to learn
- ✦ By listening to adults

**We Persevere**

- ✦ by trying hard in every lesson
- ✦ by taking risks in our learning
- ✦ by celebrating our own and others' success
- ✦ by not giving up



**We show Wisdom**

- ✦ by listening to advice to improve
- ✦ by showing a positive attitude to our learning
- ✦ by behaving wisely during lessons

**We are Responsible**

- ✦ by trying hard in every lesson
- ✦ by taking risks in our learning
- ✦ by celebrating our own and others' success
- ✦ by not giving up

**We Forgive**

- ✦ by accepting we make mistakes
- ✦ by choosing to accept others

## APPENDIX 4: The Behaviour Curriculum

Pupils will:

Learning Behaviours			
<ul style="list-style-type: none"> <li>Show you are ready to learn by sitting with your feet on the floor, facing the person speaking and with nothing in your hands</li> <li>Keep your workspace tidy, caring for equipment and taking pride in your learning environment</li> <li>Actively and positively engage in your learning by contributing ideas, listening attentively and encouraging others</li> <li>Work silently and independently unless instructed otherwise</li> </ul>			
Presentation			
Uniform	Books	Collective Worship	Attendance & Punctuality
<ul style="list-style-type: none"> <li>Always wear our correct school uniform in line with expectations</li> <li>Always bring in and wear our correct PE uniform</li> <li>Know that watches and stud earrings are the only jewellery to be worn</li> <li>Know to remove outdoor clothing when in the building and store it safely and carefully</li> </ul>	<ul style="list-style-type: none"> <li>Present books in line with the expectations set</li> <li>Only use school issued pens</li> <li>Only use a pencil in your maths book</li> <li>Always underline the Learning Objective and date with a ruler</li> <li>Cross out incorrections with a <u>single line</u> or use a rubber</li> <li>Be proud of each piece of work</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit either in silence or singing</li> <li>Ensure uniform is presentable as you enter the hall</li> <li>Sit in the correct space and remain seated throughout</li> <li>Demonstrate respect by sitting silently and facing the assembly leader</li> <li>Actively participate in singing and discussions</li> </ul>	<ul style="list-style-type: none"> <li>Try to attend school every day</li> <li>Try to arrive at school on time and prepared to learn</li> <li>Try to always greets other when you arrive at school</li> <li>Quickly store belongings and enter the classroom ready to learn</li> </ul>
In our school environment			
Moving to the line	In and around school	In the dining hall	In communal areas
<ul style="list-style-type: none"> <li>Leave a tidy learning space with resources stored away correctly (lids on glue etc)</li> <li>Tuck your chair under when leaving your seat</li> <li>Walk quietly to the line</li> <li>Know we walk in a quiet, forward-facing, single line</li> <li>Be aware that others around you may still be working</li> </ul>	<ul style="list-style-type: none"> <li>Always walk when moving around our school</li> <li>Show respect by holding doors open for others</li> <li>Show manners by saying please and thank you and giving eye contact to the person you are communicating with</li> <li>If you need to speak with an adult, approach them by saying 'excuse me' and ensure you wait if they are already talking to someone else</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit when instructed</li> <li>Walk in and around the dinner hall</li> <li>Sit in the correct space and remain seated throughout</li> <li>Only leave your seat when you have finished eating</li> <li>Tuck your chair in when leaving your seat</li> <li>Clear away your rubbish and cutlery at the end of your meal</li> </ul>	<ul style="list-style-type: none"> <li>Care for the resources you are using and tidy them away when you are finished</li> <li>Take care of displays and the environment around you</li> <li>Ensure you are quiet to allow others to learn without distraction</li> <li>Pick up litter, coats or resources that are untidy</li> <li>Only use communal areas with permission and supervision</li> </ul>
Interactions			
In the classroom	On the playground	With adults	Outside of school
<ul style="list-style-type: none"> <li>Engage in discussions and ask questions if you are unsure</li> <li>Raise your hand to speak if others are working</li> <li>Speak at talking volume</li> <li>Demonstrate manners by saying please/ thank you</li> <li>Take time to listen to others</li> <li>Follow the instructions of adults in the room at all times</li> <li>Remain seated unless instructed otherwise</li> </ul>	<ul style="list-style-type: none"> <li>Involve others in your playground games</li> <li>Interact politely with others</li> <li>Respond to adults with politeness and by looking at them</li> <li>When the end of break/lunch is signalled, stop and then silently line up as instructed</li> <li>Line up quickly and quietly</li> <li>Treat playground equipment with respect and use it in the way it is intended</li> <li>Store equipment properly at the end of use</li> </ul>	<ul style="list-style-type: none"> <li>Stop and look at the adult speaking to you</li> <li>Listen to what is being said</li> <li>Respond politely</li> <li>Smile and greet adults as you see them</li> <li>If you need to speak with an adult, approach them by saying 'excuse me' and ensure you wait if they are already talking to someone else</li> <li>Knock and wait for permission to enter a room</li> </ul>	<ul style="list-style-type: none"> <li>Remember you are a representative of our school at all times</li> <li>Speak kindly and with manners to all</li> <li>Ensure you are demonstrating our school values in your behaviour to others outside of school</li> </ul>

Adults will:

Learning Behaviours			
<ul style="list-style-type: none"> <li>Expect pupils to demonstrate they are ready to learn by not beginning to teach until all pupils are sitting with your feet on the floor, facing the person speaking and with nothing in your hands</li> <li>Set standards of tidiness and model this by keeping your workspace tidy and organised, caring for equipment and setting expectation of pupils to take pride in your learning environment</li> <li>Actively and positively engage all pupils in your learning</li> <li>Make expectations about noise level clear and consistent</li> </ul>			
Presentation			
Uniform	Books	Collective Worship	Attendance & Punctuality
<ul style="list-style-type: none"> <li>Always wear correct and professional attire in line with expectations</li> <li>Engage with parents to remind them of expectations around uniform</li> <li>Provide spare uniform as appropriate</li> <li>Always expect correct PE uniform and follow up if a child does not have it</li> <li>Ensure pupils wear long hair tied up during PE lessons</li> <li>Know that watches and stud earrings are the only jewellery to be worn</li> <li>Monitor and support high expectations of storing belongings and pupils using their lockers</li> </ul>	<ul style="list-style-type: none"> <li>Do not accept work below the expected standard of presentation</li> <li>Ensure all books are consistently in line with agreed expectations</li> <li>Ensure pupils do not draw on book covers or in their work</li> <li>Ensure pupils use correct equipment in each book</li> <li>Always expect and model pupils to underline the Learning Objective and date with a ruler</li> <li>Address poor presentation (e.g. incorrectly glued work) promptly</li> <li>Praise and reward good presentation</li> <li>Model pride and support children in improving their presentation if required</li> </ul>	<ul style="list-style-type: none"> <li>Verbally remind pupils to enter and exit either in silence or singing and lead them in modelling these expectations</li> <li>Ensure uniform is presentable as you enter the hall</li> <li>Organise the class to ensure they sit in the correct space and remain seated throughout</li> <li>Actively address and monitor behaviour throughout the assembly if required</li> <li>Support poor behaviour by moving child to be seated nearer an adult (before or throughout Collective Worship)</li> <li>Remind children to demonstrate respect by sitting silently and facing the assembly leader</li> <li>Actively participate in singing and discussions</li> </ul>	<ul style="list-style-type: none"> <li>Try to attend school every day</li> <li>Address attendance or punctuality concerns promptly with parents</li> <li>Be mindful that attendance and punctuality is not the responsibility of the child</li> <li>Try to arrive at school on time and prepared to learn</li> <li>Try to always greets other when you arrive at school</li> <li>Set expectations and monitor to ensure pupils quickly store belongings and enter the classroom ready to learn</li> <li>Be on time to agreed school events/ to collect from playground (5 mins before whistle)</li> </ul>
In our school environment			
Moving to the line	In and around school	In the dining hall	In communal areas
<ul style="list-style-type: none"> <li>Teach, model and expect pupils to leave a tidy learning space with resources stored away correctly (lids on glue etc)</li> <li>Tuck your chair under when leaving your seat</li> <li>Use agreed strategies to stop children and ensure they walk quietly to the line</li> <li>Remind and model to pupils that we walk in a quiet, forward-facing, single line</li> <li>Be aware that others around you may still be working</li> </ul>	<ul style="list-style-type: none"> <li>Always walk on the left hand side when moving around our school</li> <li>Show respect by holding doors open for others</li> <li>Show manners by saying please and thank you and giving eye contact to the person you are communicating with</li> <li>Model and remind children of how to speak with an adult- approach them by saying 'excuse me' and ensure to wait if they are already talking to someone else</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit when instructed</li> <li>Walk in and around the dinner hall</li> <li>Support and expect snacks to be stored in an agreed classroom location and packed lunches stored on trolleys at all times</li> <li>Discuss and agree expectations to ensure pupils understand behaviour in the dining hall</li> <li>Praise and reward pupils for their positive interactions</li> <li>Ensure any concerns or issues are communicated appropriately with all adults required and addressed with parents if necessary</li> <li>Set expectations around healthy snacks and address with parents if required</li> <li>Ensure pupils only eat a snack at break</li> </ul>	<ul style="list-style-type: none"> <li>Model care for the resources you are using and tidy them away when you are finished</li> <li>Expect pupils to tidy communal areas and leave them ready for the next use</li> <li>Take care of displays and the environment around you and repair them if required</li> <li>Ensure you are quiet and that communal spaces are used to focus on <u>learning tasks</u> to allow others to learn without distraction</li> <li>Pick up litter, coats or resources that are untidy</li> <li>Only use communal areas with permission and supervision</li> </ul>
Interactions			
In the classroom	On the playground	With adults	Outside of school
<ul style="list-style-type: none"> <li>Establish agreed routines and expectations for your classroom</li> <li>Encourage and expect all pupils in discussions and ask questions if you are unsure</li> <li>Praise and reward pupils following instructions</li> <li>Demonstrate manners by saying please/ thank you</li> <li>Take time to listen to others</li> <li>Model appropriate responses and expect pupils to follow the instructions of adults in the room at all times</li> <li>Remain seated unless instructed otherwise</li> </ul>	<ul style="list-style-type: none"> <li>Set and reinforce expectations, addressing those who do not promptly and with agreed outcomes:</li> <li>Involve others in your playground games</li> <li>Interact politely with others</li> <li>Respond to adults with politeness and by looking at them</li> <li>When the end of break/lunch is signalled, stop and then silently line up as instructed</li> <li>Line up quickly and quietly</li> <li>Treat playground equipment with respect and use it in the way it is intended</li> <li>Store equipment properly at the end of use</li> </ul>	<ul style="list-style-type: none"> <li>Expect pupils to stop and look at the adult speaking to them</li> <li>Listen to what is being said</li> <li>Model responding politely and rephrase where require Smile and greet adults as you see them</li> <li>If you need to speak with an adult, approach them by saying 'excuse me' and ensure you wait if they are already talking to someone else</li> <li>Knock and wait for permission to enter a room</li> </ul>	<ul style="list-style-type: none"> <li>Remember you are a representative of our school at all times</li> <li>Speak kindly and with manners to all</li> <li>Ensure you are demonstrating our school values in your behaviour to others outside of school</li> </ul>

