



The  
**Coombes**  
CE Primary School

# Behaviour Policy



**Date: April 2019**  
**Review Date: April 2020**

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## **Aims**

At The Coombes Church of England Primary School, we set high expectations of behaviour. Together, we promote positive behaviour in our pupils and create an environment in which the children can grow. The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the school feels respected and valued and in which there is a joint approach and shared responsibility between the parent, pupils, governors and the school.

Discipline within our school stems from our Christian values of Compassion, Wisdom, Respect, Responsibility, Perseverance and Forgiveness. At The Coombes we seek to help each child grow to their full potential. Our vision is to see each child grow in their knowledge of God, Who gives meaning and purpose to life; to grow in their understanding of who they are individually; and to grow to appreciate and look after our wonderful environment.

We summarise our vision as growing:

- To know God
- To be ourselves
- To love each other
- To serve our community
- To look after our world

## **Introduction**

Schools are places of learning and it is important that behaviour is managed in such a way that each and every child can fulfil their potential. We want to create a safe, positive environment where children are happy and ready to learn. This document sets out the way in which the school will maintain behaviour which enables all children to learn and to stay safe.

## **Expected Behaviour**

Across the whole school there will be seven main guiding principles which are applicable to every child, this is known as The Coombes Code.

### **Coombes Code**

Work hard and always do your best

Be kind, friendly and respectful to everyone in school

Listen when someone is talking to you

Respect your own and others possessions

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Always tell the truth

Be ready to forgive each other

Look smart and have the uniform and equipment you need for each day

Within the first couple of days of the new school year, each class will write a class charter which will describe in a more detailed and age appropriate manner the behaviour that is needed to achieve these guiding principles.

### **The Role of Parents and Carers**

The school works collaboratively with parents and carers in an effort to ensure that children receive consistent messages about how to behave from home and within school. We explain the school values and expectations in the Parent Guide, and we expect parents and carers to read these and support them.

We hope that parents and carers will be keen to support their child's learning, and to co-operate with the school, as set out in the Parent Guide. We aim to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have significant concerns about their child's welfare or behaviour.

If the school has used sanctions for a particular behaviour, the expectation is that parents and carers will support the actions of the school. If parents and carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school office who will arrange for a senior member of staff to meet with them. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the Local Governing Body. Information about formal complaints can be found in the Complaints Policy.

### **Rewarding Positive Behaviour**

All classroom behaviour will be measured through a traffic light system which focusing on acknowledging and rewarding good behaviour.

The child starts each day on green and when a child has shown exceptional learning skills (resilience, patience, concentration, team work or listening) or demonstrates one of the Christian Values, they will move onto the sunflower. As this great behaviour continues the child then progresses onto the 'Star'. This achievement is celebrated at the celebration assembly on Friday. Parents are informed every time this happens so that they can share in the child's achievements. Teachers will acknowledge and model positive behaviour at all times.

### **At Lunch Time**

Lunch staff will be able to give raffle tickets to children who demonstrate



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good behaviour and follow The Coombes Code. These will be collected and the raffle will be drawn during the Friday Celebration Assembly. Names drawn will go onto the 'Lunch Heroes' display board.

### **Achievement Certificates**

Where a pupil's work or behaviour has been particularly noteworthy this behavior is celebrated with a certificate which is awarded in the school Celebration Assembly on a Friday. The awarded certificate is to be taken home and parents are encouraged to celebrate their child's success with the school.

### **Age Appropriate Rewards**

As the children at The Coombes grow in both age and maturity we add house points to the reward system for correct behavior choices. These points are collated into house points and communal success is recognized and rewarded.

### **Support**

At The Coombes we recognise that each child has individual behavioural needs, therefore rewards and support are always the first option of the school to ensure that the child can make positive choices. However, if a child's behaviour interferes with the learning of others then consequences will be used.

### **Additional Behavioural Support**

The staff at The Coombes recognise that to meet our aims of ensuring that every child feels valued and respected, and is treated fairly we sometimes need to offer an individual approach.

Pupils who have a specific special need or exceptional circumstances will be given additional support with their behaviour in order to learn the standards of behaviour that come naturally to the majority of our children. In this case, the standards laid out in the 'Coombes Code' remain the same, but a support system will be put in place to scaffold and encourage this behavior. This Behaviour Support Plan will be shared with parents and carers. This plan will outline the extra support needed as well as appropriate rewards and sanctions used to support their individual needs.

### **Bullying**

See The Coombes Anti-Bullying Policy

### **Consequences for Unacceptable Behavior**

If a child chooses to behave in a way that does not follow the guiding principles their name will be moved from green to amber. This acts as a warning and gives the child the opportunity to make positive behaviour choices. If the inappropriate behaviour continues the name will be moved onto red and finally the storm cloud which is

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below this. At this point the child will be given a slip of paper to give to their parents to inform them of their child's poor choices. As a consequence, the class teacher will impose a detention and the child will lose some of their play time or lunch time.

At this point, if the inappropriate behaviour continues, the child will be moved through a series of steps from working with in the SLT classroom, to then seeing the Headteacher. At this point, parents will be informed to discuss appropriate consequences.

<b>Wave</b>	<b>Type of behaviour</b>	<b>Main strategies/ procedures</b>	<b>Definitions</b>
Wave 1	Low level disruption in class, not following directions or not approaching their learning effectively	Use of classroom strategies. Verbal reminder of expectations. Visual display for pupils (Traffic lights, name on the board etc.). Follow up discussion with member of staff.	Wave 1 behavioural incidents are those that can be resolved using the normal behaviour management strategies of the class teacher or other responsible member of staff. Incidents at this level would include examples such as name calling, talking in class, lack of completion of a task, inappropriate language or other predictable low level behaviours that have occurred as a one off or infrequently.
Wave 2	Persistent Low level disruption, or preventing children around them from learning effectively	Isolation within the class (Time out), e.g. Removal from activity for short time, Isolation out of class to another class, e.g. short time in other Year class. Withdrawal of privileges, e.g. loss of break for specified time, later completion of work, or other appropriate sanction at this level. Follow up discussion with class teacher or team leader as appropriate.*	Wave 2 behavioural incidents are those that can be resolved using additional strategies such as Time Out for 5-10 minutes. Incidents at this level would include examples such as deliberate disruption within a lesson, offensive language, inappropriate physical behaviour or repeated low level behaviours over a longer period of the day. Record on CPOMS.
*Where a child's behaviour at Wave 2 has been concerning enough for the child to be referred to the Key Stage Leader then consideration should always be given to the need to inform the parent or carer. The use of a Behavioural Support Plan should also be considered.			
Wave 3	Significant incidents of unacceptable behaviour. Preventing the whole class from learning	Isolation to the Headteacher. Withdrawal of privileges/School  Parent / carer meeting to be held.	Wave 3 behavioural incidents are those that cannot be resolved using Wave 1 and Wave 2 strategies. They will typically involve the child becoming extremely angry and upset, significantly disrupting the learning of others, and refusing to follow

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	effectively		adult direction. They may also involve significantly abusive language or aggressive behaviour directed at others. This is to be recorded on CPOMS
Exclusion will be used as a last resort.			

### **Guidelines for sanctions for unacceptable behaviour at lunchtimes**

<b>Wave</b>	<b>Type of behaviour</b>	<b>Main strategies/ procedures</b>
Wave 1	Low level disruptive behaviour on the playground/field. Verbal lack of respect to adults/peers.	Child to spend a few minutes in time out from issue e.g. up to 5 minutes walking with an adult on duty or sitting quietly. An apology verbal/written is expected from the child.
Wave 2	Physical /aggressive behaviour or persistent infringement of Wave 1 behaviour.	Time out – remove from playground and taken to member of SLT. Report to teacher. The class teacher is to record incident on CPOMS. Withdrawal of privileges.
Wave 3	Persistent infringement of Wave 2 behaviour or Wave 2 behaviour that is a Health and Safety issue.	Incident recorded on a lunchtime incident form in school behaviour file. – child to miss lunchtime for up to 5 days. An apology to <ul style="list-style-type: none"> <li>✓ Aggrieved pupil</li> <li>✓ Adult</li> <li>✓ Class</li> </ul> Parents to be informed and information recorded on CPOMS.

### **Behaviour of Staff**

Staff are aware of the powerful influence they exert as behaviour role models. Therefore, staff treat all pupils and also each other with courtesy and respect at all times.

### **Physical or Corporal Punishment**

At no time is physical or corporal punishment used.

### **Exclusion**

If the behavior is such that the child is at risk of being excluded a Pastoral Support Plan will be put into place. Targets will be agreed with the parents and the class teacher. The PSP will be monitored by the Headteacher and reasonable measures will be put in place to support the child's behavior. There is still the expectation that the child will adhere to The Coombe's Code.

The Coombes C of E School, aims to avoid excluding pupils through:

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- the establishment of positive relationships with the pupil;
- the timely application of in house intervention strategies such as social skills groups, modified time table, use of a Behavioural Support Plan internal exclusions and the implementation of a PSP which is implemented by the class teacher and monitored by the Headteacher.
- the involvement of the Local Governing Body.

Nevertheless, serious misbehaviour may still arise and may result in a pupil being excluded from school. **Only the Headteacher can take the decision to exclude** and it would follow a **significant** breach of school rules. The decision to exclude will be based upon guidance provided in the government document '**Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion**' dated September 2017. The decision to exclude will be based on the following;

- if there has been a serious breach or persistent breaches of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Three types of exclusion are open to schools

- fixed term, which is temporary for a specified number of days;
- permanent, where the pupil may not return to the school;
- exclusion for the lunch time period, where the Parent is required to collect the child at the start of lunch and return him/her for the afternoon session.

The type and duration of exclusion is related to

- the nature of the misdemeanor
- the child's previous record.

Permanent exclusion would not normally be the first resort. However, this remains open to the school even after just one incident where the behavior choice is particularly significant – for example serious and deliberate damage to a fellow pupil or teacher.

In all cases of exclusion, the appropriate Department for Education guidance, forms and letters are acted upon and used.

Date of this policy	November 2015
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