

BEHAVIOUR POLICY

Date: January 2021

Date reviewed: January 2023

1. Vision and Values

A love of learning grows here

(A farmer went out to sow his seed. Mark 4: 3-8)

The Coombes vision is about growing. Here we grow to

Love learning

Be the best we can

Respect and care for each other

Serve our community

Look after our environment

This School has a Christian foundation and our vision and values are based on this. We seek to achieve academic excellence and provide the good conditions described by Jesus Christ in the parable of the sower where each child can grow and thrive. We aim to see each child grow in character, confidence and understanding, grow in appreciation of who they are and acquire the skills needed to succeed in a changing world.

| <i>Christian Values in Practice</i> | |
|-------------------------------------|--|
| <i>Value</i> | <i>Practice</i> |
| <i>Compassion</i> | The Coombes will focus on celebrating and encouraging the positive, whilst providing support to enable children to make the right choices. Staff and pupils are expected to treat all members of our community with compassion both in the way that we behave and respond to poor behaviour choices. |
| <i>Wisdom</i> | Children and staff are expected to make wise choices when in challenging situations, choices which will lead to a positive outcome. |
| <i>Respect</i> | All members of the school community are expected to treat each other with respect. This includes the way that we behave and deal with others who may have made poor choices. |
| <i>Forgiveness</i> | All members of the school community are expected to forgive others for the choices that they have made. |

| | |
|-----------------------|--|
| | Consequences will be given where appropriate, however, following this, past behaviours are forgiven. |
| <i>Perseverance</i> | It is acknowledged that some children may find it challenging to make the correct choices. Staff are expected to persevere, trying different approaches, and building relationships which will lead to positive outcomes |
| <i>Responsibility</i> | The behaviour of all children is the responsibility of all staff within the school. It is the responsibility of both staff and pupils to follow The Coombes Code |

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.

At The Coombes, we recognise that consistency and coherence across the school is paramount when addressing behaviours of our children. All adults within our school have consistently high expectations of behaviour throughout the school day, including unstructured times such as playtimes and transitions between different locations in the school.

At The Coombes, we understand that teaching behaviour as part of the process of outlining expectations will reduce the need to manage behaviour after the fact. Therefore, these expectations are discussed and shared with children each term and where necessary in addition to this, using their class charter which is written collaboratively within the first few days of term. This charter will describe in more detail and in an age-appropriate manner the behaviour that that is required to meet these expectations.

Across the whole school there are seven main guiding principles which are applicable to every child, this is known as **The Coombes Code**. These are referenced in conversations with pupils about behaviour and underpin our expectations of them. The Coombes Code is used within discussion alongside our dual-coding representation seen below.

The 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
- Always tell the truth
- Be ready to forgive each other
- Look smart and have the uniform and equipment you need for each day



The role of all adults:

Teaching and Support Staff

All adults will use The Coombes Code to address all behaviour that falls outside of our expectations, this includes low-level disruption. This is done to ensure that we continue to nurture a culture of high expectations and to support children to understand the importance of their behaviour all times throughout the school.

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 those at home and those within school. We explain the school values and expectations in the Parent Guide, and we expect parents and carers to read and support these.

In working together with parents and carers, we expect they will be keen to support their child's learning and to co-operate with the school, as set out in the Parent Guide. We strive to build effective relationships with parents and carers, and supportive dialogue between the home and the school reinforces this.

We are committed to informing parents and carers immediately if we have significant concerns about their child's welfare or behaviour. Should a parent wish to discuss their child's behaviour, a meeting with their class teacher is encouraged.

Please see Appendix 1 of this document for further guidance on how to seek support regarding a particular behaviour incident.

Positive Behaviour Strategies

Teachers at The Coombes provide the appropriate conditions for learning behaviours to develop by ensuring pupils can:

- access the curriculum
- engage with lesson content
- participate in their learning

We aim to meet the needs of all of the pupils within our school to reduce the likelihood of behaviour incidents and dedicate our time to raising standards.

(For further information, please refer to the Teaching and Learning Policy).

'Positive behaviour reinforcement' forms the basis of classroom behaviour management and this will always begin with praise and acknowledgement. Further to this, a traffic light system which focusses on acknowledging and rewarding good behaviour and correct choices will be used in each classroom.

Sunflower



Green



Orange

Red

Each child starts each session (morning or afternoon) with their name peg on green. At The Coombes, this behaviour is validated in a positive way and being on green is acknowledged and shared with pupils and parents with pride. To further acknowledge positive behaviours in addition to effective classroom routines, we use the strategies outlined below:

| Positive Behaviour observed | | |
|-----------------------------|---|---|
| | Personalised Praise Recognising the effort and choice being made by the child | Specific to the positive action taking place, for example: Thank You for listening to my instructions; well done for sitting quietly while you are waiting. * Acknowledgement of meeting the behaviour expectations, including when a child is consistent in demonstrating this behaviour |
| | Positive Learning Behaviour Moved up to Sunflower | All children are expected to engage in their learning during the day. However, there are situations when children put in particular effort to: * Show exceptional learning skills (resilience, patience, concentration, team work or listening) or * Collaborate in learning with a partner or group to access their learning or * Worked hard to improve their learning, presentation or knowledge |
| | Positive Community Behaviour House Points awarded | When a child has * demonstrated positive behaviour choice around the school * demonstrated one of The Coombes' Christian Values For example: ⇒ Holding a door open ⇒ Showing an act of kindness ⇒ Helping to tidy at the end of a lesson ⇒ Encouraging others to line up quietly |
| | Exceptional behaviour relating to the application of the School Values Star Slip awarded | When a child has made an exceptional choice in their behaviour by demonstrating the School Values (compassion, perseverance, wisdom, responsibility, forgiveness, respect) * This can be awarded at any point in the behaviour process * Parents will be informed of the recognition using a 'Star Slip' * Teachers will record children in receipt of 'Star Slips/ for recognition at the end of each half term in the whole school Celebration Assembly |

Certificates and Awards

Celebration Assembly Certificates

These allow teachers to select a child who deserves particular recognition for:

- effort and participating in learning
- recognition of behaviour choices in the playground
- application of the School Values

These are awarded weekly at the Celebration Assembly and children will be given a certificate to take home to share this positive recognition with their parents and carers.

#choosekindness

Each week, adults at The Coombes can nominate children and other adults across the school who have demonstrated significant acts of kindness. The whole school learn about this act through their nomination and children are awarded The Coombes #choosekindness Award and recognition is shared with parents and carers.

This recognition also works in line with our Anti-Bullying Policy.

House Points

Each time a child is awarded a House Point, it is recorded in a central and visible place within the classroom. In using House Points, we encourage pupils to use their behaviour choices to participate in the community of the house and celebrate their successes as a team. Before each weekly Celebration Assembly, House Points will be collated and counted and shared during the assembly to recognise the weekly House Winner. Furthermore, at the end of each half term, the house with the most accumulated points will become the winner of The Coombes Cup and awarded additional time outside as a house.

Reflection Time

At The Coombes, we encourage children to take responsibility for their actions and to recognise that sometimes they may make mistakes resulting in unacceptable behaviour choices. We strive to ensure children are supported in reflection and acknowledgement and allow them to reflect and repair in order to move forward.

Opportunities for pupils to form supportive relationships with adults to help improve their behaviour choices, should it be necessary, is a key part of behaviour management at The Coombes.

Reflection Time is an opportunity for adults to discuss a child's behaviour with them and this is discussed with them in a calm and supportive way. Within these conversations, language of restorative justice underpins the reflection using the question prompts below:

- What happened?
- What were you thinking at the time?
- What have you thought about since the incident?
- What will you do differently next time?
- What do you need to do to make things right?

Adults use praise and encouragement to support them through this process, with the expectation the child will have gained skills to change their behaviour the next time; record keeping of the reflection sheets are kept by the Class Teacher to monitor patterns, behaviours and support requirements.

A copy of the Reflection Sheet used at this time can be found in Appendix 2 of this document.

Lunch Time Behaviour Management

Due to lunchtime routines being outside of the classroom there are some adaptations to the usual behaviour management during break and lunch times. This is outlined below:

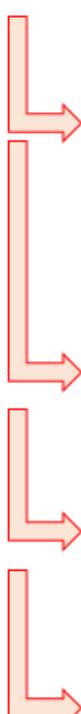
| Positive Behaviour Reinforcement | Consequences for behaviour not meeting expectations | Use of Reflection Time |
|---|--|--|
| <ul style="list-style-type: none"> • Praise • Awarding House Points • Class use of equipment (availability of alternating slots to use equipment awarded to well-behaved children) | <p>Lunchtime Supervisors may:</p> <ul style="list-style-type: none"> • Ask a child to move from an area/ off equipment for a set amount of time • Ask them to play away from a set area for the remainder of the lunch time • Inform teachers of behaviours that can be addressed with them | <p>If a child</p> <ul style="list-style-type: none"> • does not respond to the direction of a Lunchtime Supervisor • Continues to demonstrate unacceptable behaviour several times or • Does not amend their behaviour <p><i>During Reflection Time, the child will work through a Reflection Sheet with the adult who was dealing with the behaviour incident.</i></p> <p><i>At the end of this process, the adult and child will agree on the next steps (e.g return to the playground; move to orange; further time out)</i></p> |

BEHAVIOUR CONSEQUENCES

Though we value and use positive reinforcement where possible to engage and build children's own strategies to reflect on select appropriate behaviour when in school, there are times when sanctions and consequences are required.

The strategies in which adults at The Coombes respond to and support children with their behaviour choices that do not meet expectations are outlined below:

WAVE 1:

| | Negative Behaviour observed | | Examples and definitions of behaviour |
|--|--|---|--|
|  | Low-level acknowledgement Sometimes, children need a small reminder of the expectations and will quickly rectify their behaviour | For example but not limited to: <ul style="list-style-type: none"> • 'the look' • referring to the children with their name • praise those demonstrating good behaviour choices • removal of item distracting the child, with appropriate explanation • reset the class | Behavioural incidents are that can be resolved using the normal behaviour management strategies of the responsible adult. Incidents at this level would include examples such as <ul style="list-style-type: none"> • 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. |
| | 1st warning Reminder of expectations | Teacher or support staff make a verbal acknowledgement of unacceptable behaviour specifically to the child | |
| | 2nd Warning Adult to offer a Support Check- Can I support you to choose the right behaviour? | Adults moves name peg from Green to Orange to acknowledge the behaviour did not change enough to meet the school expectations | Incidents at this level would include examples such as: <ul style="list-style-type: none"> • deliberate or continued disruption within a lesson • offensive language • inappropriate physical behaviour or repeated low level behaviours over a longer period of the day |
| | 3rd Warning Re-affirm expected behaviours with an explanation of how the child did not meet these expectations | <ul style="list-style-type: none"> • Move from Orange to Red and therefore consequence given: <ul style="list-style-type: none"> ➢ Reflection Room during break or lunch time for 15 minutes ➢ Red slip given to inform parents ➢ Red slip recorded by the teacher for behaviour monitoring | Incidents that cannot be resolved using 1 st and 2 nd warnings, such as: <ul style="list-style-type: none"> • significantly disrupting the learning of others • refusing to follow instructions • significant abusive language • aggressive behaviour directed at others |

All physical behaviour against another child or an adult will mean a child immediately has their name peg moved to 'red' and Reflection Time is required.

There may be instances where children demonstrate unacceptable behaviour towards other children or adults that requires the appropriate adults to make an informed decision to increase the speed at which these stages are moved through.

The above strategies are methods which all adults will use to address a child's behaviour and give them an opportunity to reflect and revise their choices. All concerns about a child's behaviors or instances where a Red Slip is given to acknowledge the unacceptable behaviour will require the **Class Teacher** to inform the child's parents.

WAVE 2:

Where the strategies outlined in Wave 1 have not been successful enough for the child to make better choices **or** if the behaviour continues after the child's name peg has reset back to green at the beginning of the next session, the following things will happen:

| |
|---|
| Continued unacceptable behaviour choices |
| The child will be referred to the Key Stage Leader to reflect upon their behaviour choices. The Key Stage Leader will then work through a reflection sheet or discuss the behaviour with the child and reset the expectations of their behaviour. |
| The child will then work within another classroom (either that of a Key Stage Leader or another classroom within their Key Stage) for the remainder of the day or for part or some of the next day (decided upon by the Key Stage Lead according to the severity -or frequency of the incident/s). The child will also be encouraged to restore relationships with those involved as a result of their behaviour- this could include but it not limited to: <ul style="list-style-type: none"> • an apology to those involved • reflection on how they will make better choices next time • nurture support |
| The child's parents will be informed of this decision and the reasons for this by the Key Stage Leader |
| This behavior will be recorded in writing by the class teacher by the end of that working day and send to the Key Stage Leader to add to the Behaviour Log as a Wave 2 incident |
| <i>Behaviour Support Plan</i> <i>If the behavior is such that the child is at risk of being excluded a Behaviour Support Plan will be put into place by the Class Teacher with support from the SENCO and/or Welfare Manager.</i> Targets will be set by the class teacher and SENCO/ Welfare Manager and shared with the parents by the class teacher. The Behaviour Support Plan 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. |

WAVE 3:

Where the behaviour outlined in Wave 2 continues or if the behaviour involves a child becoming particularly angry, abusive or upset, the following will happen:

| Significant unacceptable behaviour choices |
|---|
| The child will be referred to the Deputy Headteacher or Headteacher to discuss their behaviour choices and the expectations upon them. |
| The child will work within the Deputy Headteacher or Headteacher's Office for the remainder of the day. |
| A decision may be made to extend this expectation for further days according to the severity and frequency of the behaviour and in discussion with all adults involved. At this point, the Deputy Headteacher or Headteacher will also need to consider the safety and opportunities to learn of other children and so will seek information from all of those involved. |
| The child's parents will be informed of this decision and the reasons for this by the Deputy Headteacher or Headteacher |
| This behaviour will be recorded on <u>CPOMs</u> by all adults involved |
| <i>Personal Support Plan (PSP)</i> <i>If the behavior is such that the child is at risk of being excluded formal documentation in the form of a Pastoral Support Plan will be put into place with support from the Senior Leadership Team.</i> 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. |

Exclusion

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

- The establishment of positive relationships with the pupil;
- The timely application of in-house intervention strategies such as social skills groups;
- A modified timetable;
- Use of Wave 2 internal exclusions;
- Use of a Wave 2 Behavioural Support Plan;
- The implementation of a Wave 3 Personal Support Plan and
- 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 by the child.

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. Details of which can be found in Appendix 2 of this document.

APPENDIX 1: CONCERNS FROM PARENTS AND CARERS

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.

APPENDIX 2:



Reflection Sheet

When your behaviour does not follow the values of the school and impacts others around you, it is important to reflect on what you did and how you can make amends.

Answer the following questions and talk them through with an adult.

| | |
|--|--|
| What happened? | |
| What were you thinking about at the time? | |
| What have your thoughts been since it happened? | |
| Who has been affected by your actions? | |
| How have they been affected? | |
| What do you need to do to make things right? | |

Date:

Discussed with:

Any further action required? Please specify

Appendix 3:

EXCLUSIONS

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; or
- 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 and 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.