



Coleridge Primary School

Behaviour Policy

February 2025

Review date: February 2027

Context

At Coleridge, we believe that good behaviour in school is essential for children to feel safe and happy, and to learn effectively.

Understanding how to behave appropriately, and how to treat others with respect and kindness, allows children to make healthy, lasting relationships with other people, and to be responsible citizens.

However, we do not assume that all children instinctively understand *how* to behave appropriately. As with the teaching of any new skill, staff at Coleridge expect to actively *teach* positive behaviour in the same way that we would expect to teach maths or PE for example. This involves continuously modelling positive behaviour, praising successes, and making clear where errors have been made.

We also recognise that some children may have significant behavioural needs associated with SEND (Special Education Needs and Disabilities), childhood trauma or other emotional distress, and that such children may require individualised behaviour plans, SEND support and/or therapeutic intervention.

The purpose of this policy is to make clear how staff at Coleridge, (in conjunction with parents and outside agencies), teach positive behaviour, deal with inappropriate behaviour, and support children with significant behavioural needs.

The School's Core Values

The school has 5 Core Values which are central to our behaviour policy, and to our school ethos more generally. We encourage our children and the wider school community to be:

- Creative
- Caring
- Resilient
- Aspirational
- Inclusive

We provide meaningful opportunities for our children to learn about these values, and actively promote them through our policies, teaching and our interactions with one another as a staff team.

Aims and Expectations:

Through the Core Values, the teaching of our curriculum, and the implementation of our day-to-day behaviour managements strategies:

We expect children at Coleridge to:

- feel safe and happy at school
- treat others with respect and kindness
- be polite and courteous
- stand up to discrimination and prejudice
- understand the impact of their own behaviour on those around them
- be reflective and learn from their mistakes
- exemplify the Core Values through our behaviour expectations (see Appendix 1)

We expect staff at Coleridge to:

- have high expectations for behaviour
- treat children respectfully and model positive behaviour at all times
- address inappropriate behaviour in a calm and consistent manner
- apply the system of sanctions and rewards outlined in this policy, fairly and consistently in all instances, across the whole school
- work in partnership with parents to support and improve their child's behaviour

We expect parents and carers at Coleridge to:

- adhere to the Parents Code of Conduct at all times
- work in partnership with the school to support and improve their child's behaviour
- engage with the school over matters concerning their child
- be polite and respectful when dealing with staff
- model good behaviour for children when on the school grounds
- notify staff of any behaviour or well-being concerns, about which they may not be aware
- recognise that behaviour incidents often involve different versions of events, and that their own child's account may not be wholly accurate or represent a complete picture.
- be patient with staff as they investigate behaviour incidents.

As a school, we will:

- deliver a curriculum that teaches positive values
- be actively anti-racist
- train staff in dealing with behaviour effectively
- provide clear rules and expectations for behaviour
- be transparent and fair when dealing with inappropriate behaviour

- provide services and support for children with specific behavioural needs
- keep parents informed of behavioural incidents involving their child
- listen to, and take seriously, all allegations made by parents and seek to investigate these thoroughly and fairly.
- keep records of behaviour incidents to help identify and address recurrent issues with individual children or within pupil groups.
- Use other systems and strategies for monitoring behaviour across the school, for example staff, pupil and parent surveys, and pupil focus groups.
- **only use exclusion as a last resort**

To understand more fully how these aims and intentions are achieved, this policy should be read in conjunction with the school's other policies related to behaviour and attitudes.

These include, but are not limited to:

- Anti-bullying policy
- Dealing with racist incidents policy
- Equality policy
- Exclusion policy
- On-line Safety Policy

Teaching Positive Behaviour

We teach a curriculum that upholds positive values and behaviours, but which also allows children to safely explore the impact of negative behaviours on other people too. By understanding what constitutes appropriate and inappropriate behaviour, and the consequences which flow from them both, children are better placed to make good decisions about their own conduct and to take fuller responsibility for their actions.

Through the delivery of PSHE, humanities, themed assemblies, and community participation projects, we teach children to be responsible citizens that treat one another with kindness and respect.

Through PSHE, children:

- explore how their behaviour affects others
- learn to recognise and appreciate their own emotions and those of others
- learn practical strategies for regulating their own emotions
- explore trust and who to trust
- learn to resolve relationship problems
- develop effective listening skills
- learn about the impact of bullying and what action can be taken; explore the roles of bully, victim, and bystander
- learn that stereotyping can exist
- learn to distinguish between appropriate and inappropriate physical contact
- understand physical and emotional boundaries in friendships

- learn about consent
- learn to resolve conflict, through negotiation and compromise

Through our wider curriculum, children learn:

- cultural empathy
- respect for, and understanding of, other religious faiths
- the positive effects of immigration
- charity and giving
- moral decision-making
- the value of democracy
- the power of community and working collaboratively
- the importance of rules and laws
- respect for opposing viewpoints

Through themed assemblies, children:

- learn the Fundamental British Values of, Democracy, Rule of Law, Tolerance, Respect, and Individual Liberty
- hear factual and fictitious stories with strong moral messages
- are exposed to positive role models and inspirational speakers from diverse backgrounds
- receive rewards and recognition for positive behaviour

Strategies and Systems for Promoting Positive Behaviour

Fundamentally, we believe that the most effective way to manage the behaviour of young children is through positive reinforcement strategies. A consistently positive approach, highlighting what children do well, boosts their self-esteem and confidence within all areas of school life. We provide positive reinforcement of good behaviour through the following strategies and systems:

- **Praise** – expressing approval or gratitude for positive behaviour and effort. This may be done aloud in front of the whole class, or subtly through physical gestures like a thumbs up.
- **Class marbles** – classes that demonstrate good behaviour and positive attitudes to their learning can earn marbles. When the class earns a set number of marbles each week (this number varies according to the age group) the class is awarded up to 30 minutes of *Golden Time* on a Friday afternoon.
- **Golden Time** - free time when children can choose which activities they want to do. This could be cooking, drawing, using the i-pads or playing games outside.
- **The Golden Book** - children who have demonstrated one of our Core Values (exemplified by our behaviour expectations in Appendix 1), will be entered into the golden book. Once a child has 5 Golden Book entries, they receive a bronze certificate. A child entered 10 times receives a silver certificate, and a child who is entered 15 times receives a gold certificate. A child who has been entered into the Golden Book

20 times, receives a Head Teacher's award and 'Tea with Mr C' (cake and biscuits with Mr Choueke, the Headteacher)

Strategies and Systems for Dealing with Unacceptable Behaviour

Acquiring good behaviour is a continuous learning process for young children, and sometimes things go wrong. When they do, it is important that children understand their errors, take responsibility for them, and learn from them for the future.

When dealing with inappropriate behaviour, the school will ensure proportionate sanctions are put in place, and that children are given opportunities to reflect on their behaviour with a member of staff. Where appropriate, staff will also ensure that children apologise for their misbehaviour and will help facilitate restorative discussions with those effected. All inappropriate behaviour will be dealt with in a calm and consistent manner, and with respect to the school's behaviour charts (Appendices 2 &3).

Sanctions for unacceptable behaviour can be applied by all staff and will be appropriately set according to the charts in Appendix 2 (EYFS and Key Stage 1) and Appendix 3 (Key Stage 2).

Time out

In cases where a child receives three reminders during a lesson, they may be sent to another classroom for time out, or required to miss 10 minutes of their breaktime. In either case, the child will be supervised by a teacher or member of the Senior Leadership Team.

The Reflection Room

When a child's behaviour is deemed to be Stage 3, they will spend 30 mins of their lunchtime play reflecting on their behaviour in the *Reflection Room*. During this time, the child, who will be accompanied by a member of the Senior Leadership Team, will be encouraged to identify why the behaviour was inappropriate, what its impact on others may have been, and what they should do differently next time.

Internal Exclusions

If a child's behaviour is deemed to be Stage 4, then they will be *internally excluded* for a morning or afternoon session. This means that they will not be allowed contact with their classmates and will do their learning in isolation under the supervision of a Senior Leader. Following the exclusion, the headteacher, or another member of the Senior Leadership Team, will undertake the same process of reflection with the child described in the paragraph above.

Exclusions (suspensions and permanent exclusion)

The school may suspend a child, or permanently exclude them, in the following circumstances:

- a serious breach, or persistent breaches, of the school's behavior policy (i.e., serious or persistent stage 4 behaviour)
- and/or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Coleridge Primary school believes that **exclusion should only be used as a last resort**. The headteacher will always take account of any contributing factors that are identified after an incident has occurred and before taking the decision to exclude. For example, if it comes to light that a pupil has suffered bereavement, has mental health issues, has experienced significant early childhood trauma, has SEN, or has been subject to bullying.

For further information about suspensions and permanent exclusions, please see the school's [Exclusion policy](#).

Conflict resolution

In instances where a child's behaviour has impacted others, then the teacher will facilitate a restorative conversation between those involved. This will include an opportunity to discuss the incident calmly, acknowledge wrong-doing and provide a meaningful apology. In situations where a successful resolution may require a longer-term approach (following incidents of bullying, for example) then the school counselling service, or Emotional Literacy Support Assistants (ELSAs), may be used to help facilitate this restorative work.

A zero-tolerance approach

The school takes a zero-tolerance approach to racism and discrimination, bullying, sexual harassment and sexual violence.

The school encourages all pupils, parents and carers to raise incidents of these behaviours with the school, no matter how 'small' they may feel.

The school will always deal with any behaviour of this sort and will never ignore it.

Incidents of racism and discrimination, bullying, sexual harassment or sexual violence, will be dealt with on a case-by-case basis and the school will respond proportionately.

For further information on how these types of behaviour are dealt with, please see the following policies:

- Racism and discrimination - [Dealing with racist incidents policy](#)
- Bullying - [Anti-bullying policy](#)
- Sexual harassment and sexual violence - [Child Protection and Safeguarding policy](#)

Supporting Children with Additional Behavioural Needs Resulting from SEND or Childhood Trauma

We recognise that a child's behaviour may be the result of a special educational need or disability (SEND), or childhood trauma.

When incidents of misbehaviour arise, we will consider them in relation to the child's SEND or experience of trauma, although we recognise that not every incident of misbehaviour will be connected to these factors.

When dealing with misbehaviour from pupils with SEND or who have experienced trauma, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Making sure that the school's policies and practices do not cause disadvantage to children with SEND ([Equality Act 2010](#))
- Making every effort to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health, and care (EHC) plan, then the school must co-operate with the local authority and other bodies to deliver the provision outlined in the plan.

As part of meeting these duties, the school will anticipate, as far as possible, the likely triggers of misbehaviour, and provide structured support to the individual child to mitigate these occurring. To do this, the school will:

- Work in collaboration with parents and other agencies to produce behaviour support plans and risk assessments
- Provide training for staff on understanding how to support children with Autism and ADHD (Attention Deficit Hyperactivity Disorder), and who have experienced early childhood trauma
- Provide intervention programmes to help meet the child's SEND or emotional needs (Social skills, Emotional Literacy Support Assistants, Zones of Regulation, counselling)
- Allow children short movement breaks if they are unable to remain focussed
- Use breakout spaces and sensory rooms to help children regulate their emotions

Adapting Sanctions for Pupils with SEND or who have Experienced Childhood Trauma

When considering a behaviour sanction for a pupil, the school will consider:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time because of their SEND or experience of trauma
- Whether the pupil is likely to behave aggressively due to their SEND or experience of trauma

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour in the way describe by the consequence sheet (Appendix 1 and 2)
The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Safeguarding

The school also 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 child protection and 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.

The Power to Discipline Beyond the School Gate

When pupils are taking part in any school organised or school related activity away from the premises, such as educational or residential trips, the Behaviour Policy will be applied consistently.

School staff should not expect to be involved with incidents that occur at a time when the child or children are not under the lawful control of the school (this includes during before and after-school clubs run by private organisations).

However, in cases where a behaviour incident could adversely affect the reputation of the school, or where the incident is likely to impact further on members of the school community (i.e. retaliation, bullying, on-line abuse, continuation of bad feelings) then the school may be required to intervene and may apply the sanctions outlined in this policy to manage the behaviour. The decision to intervene in such matters will be made by the school on a case-by-case basis.

Where there are abusive comments or aggression towards staff outside of school, these matters will be investigated and reported to the appropriate agencies.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff at Coleridge have received training in the use of reasonable force through *Team Teach*, and will only use escorts and holds endorsed by this recognised training provider.

All behaviour incidents where reasonable force is used, will be logged on *My Concern*, (the school's on-line safeguarding and behaviour management record keeping system).

Assessment and Record Keeping

Teaching and support staff will monitor persistent low-level behaviour through discussions in weekly year team meetings. Concerns and actions raised in these meetings are shared with the Senior Leadership Team and other key people involved in supporting the children's behaviour and well-being. These actions are then reviewed at subsequent year team meetings to ensure they are having the desired impact.

Written records of Stage 3 and 4 behaviours are kept on My Concern. These records are monitored by the Senior Leadership Team to help identify patterns in the behaviour of individual pupils, or pupil groups. This information may be used to:

- identify further teaching that may be needed
- identify further staff training requirements
- inform changes to policies and practices
- identify areas of the school site that may require additional supervision or health and safety measures
- inform changes to the behaviour support plans and risk assessments of individual children
- inform staff deployment plans

WHOLE SCHOOL EXPECTATIONS



CARING

We care about the adults who help us. We care about our friends. We care about our school. We care about our community. We care about our planet.

CREATIVE

We are creative learners. We are creative problem solvers. We are creative in our mindset.

INCLUSIVE

We welcome everyone. We are fair and kind. We celebrate differences. We stand up against discrimination.

ASPIRATIONAL

We have high aspirations for ourselves. We have high aspirations for others. We have high aspirations for our school.

RESILIENT

We are resilient when managing our friendships. We are resilient when we play. We are resilient when learning. We are resilient with our emotions. We are resilient with our thinking.

We are Caring

We care about the adults who help us. We listen when they are talking; greet them with a smile, and hold doors open for them.

We care about our friends. We show concern when they are upset or hurt. We help them with their learning and any problems in the playground

We care about our school. We keep our classrooms and our playgrounds clean and tidy. We look after our environment and the resources in it.

We care about our community. We are polite to the people we meet and behave responsibly in public.

We care about our planet. We switch off the lights, recycle our rubbish, and help raise awareness about climate change.

We are Creative

We are creative learners. We are curious, ask questions, think deeply, and love to explore ideas. We make connections between different subjects we learn at school, like linking science with art or maths with history. By exploring how everything fits together, we can understand the world in exciting new ways!

We are creative problem solvers. We know there isn't always just one right answer, so we try new ways of doing things. We share our ideas with others and listen to theirs. We work together to make things and solve problems.

We are creative in our mindset. We are open to trying new things and to 'having a go' even when we don't feel confident that we will succeed straightaway.

We are Inclusive

We welcome everyone. Our school is a place for everyone. We make sure everyone feels included and valued. We make sure everyone has a chance to participate.

We are fair and Kind. We treat others how you would want to be treated and make sure everyone gets a fair chance to join in.

We celebrate differences. We embrace what makes us unique. We are curious, ask questions, and learn from each other.

We stand up against discrimination. We call out others if they are unkind about people's differences.

We are Aspirational

We have high aspirations for ourselves. We aim high and know that we must work hard to get to where we want to be.

We have high aspirations for others. We celebrate and support our peers and friends to be the best they can be.

We have high aspirations for our school. We are proud of our school and believe it should be a safe and happy place for everyone. We call out others if their behaviour goes against this.

We are Resilient

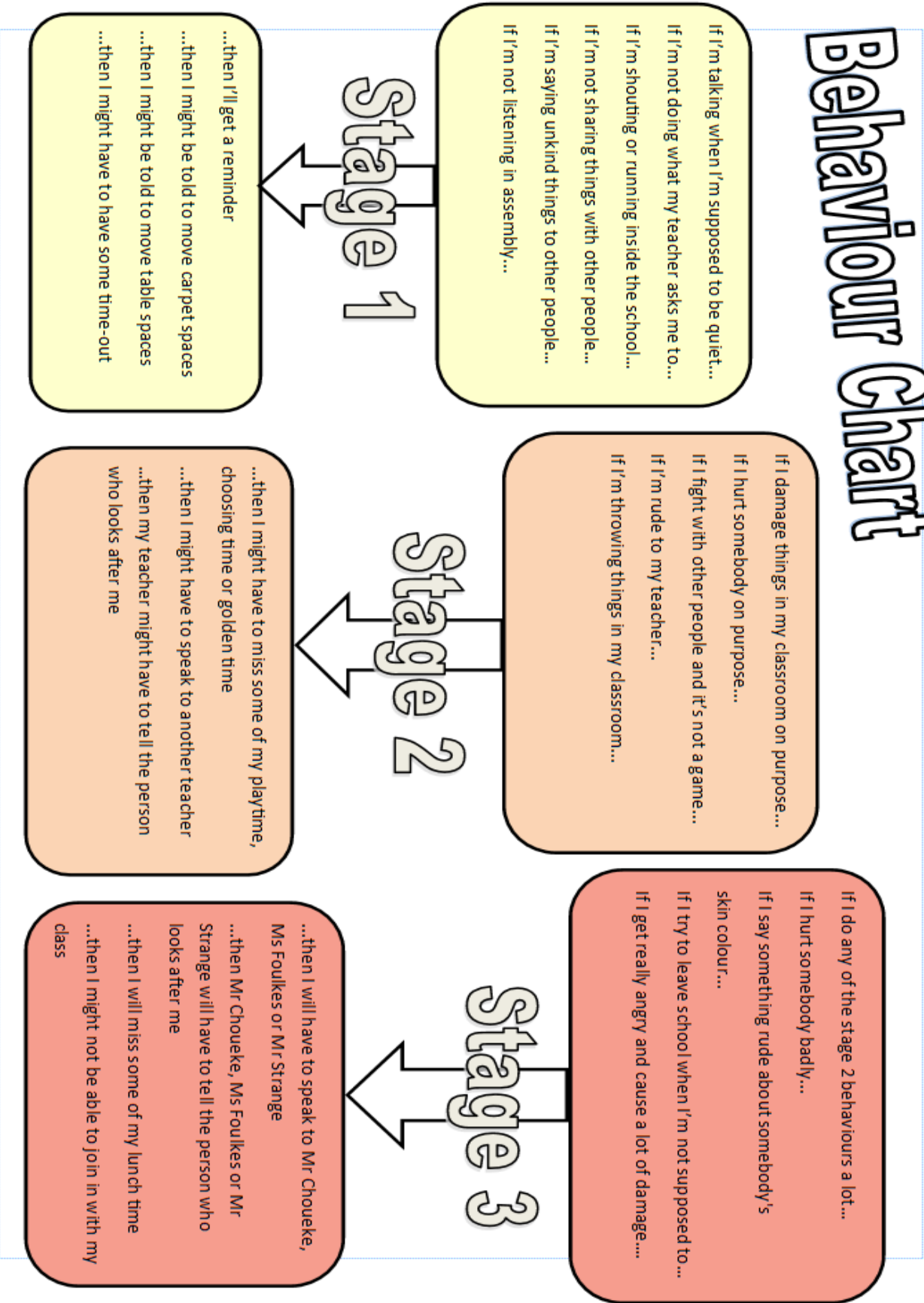
We are resilient when managing our friendships. We know that there will be upsets and disagreements along the way, but we try hard to forgive and to move past problems when they happen. We are resilient when we play. We are gracious when we lose, but we play fairly and try harder next time.

We are resilient when learning. We try our best, even in the subjects that we don't enjoy so much. We listen to instructions and feedback from our teachers and act on them to improve our work.

We are resilient with our emotions. We try hard not to let others upset us and we brush off silly remarks and actions. We ask for help from adults when we need to, or when the problems are too big to solve ourselves.

We are resilient with our thinking. We believe in ourselves and we know that failure and mistakes are important; we only get better at anything by trying, making mistakes, and trying again.

Behaviour Chart



APPENDIX 3 – KS2 behaviour consequences chart

Stage	Unacceptable Behaviours	Consequence
1	<ul style="list-style-type: none"> Calling or shouting out Swinging on chairs Shouting inside, both in classroom and in the corridor Not following simple instructions Continuing to talk after countdown Consistently interrupting others while they are talking Not joining in an activity during learning time Not tidying up Running inside Talking in assembly 	<p>Dealt with by class teacher or teaching assistant</p> <p>Child to receive a reminder</p> <p>If children are caught running inside they will be asked to go back and walk</p>
2	<p>Persistent Stage 1 behaviours</p> <ul style="list-style-type: none"> Answering back or arguing with an adult Running or walking away from a teacher Disrupting the learning of others Throwing things in the classroom Leaving the room without permission Refusing to follow instructions Being deliberately unkind to others Cheating or disrupting other children's playground games Swearing Being inside without permission at playtime 	<p>Dealt with by Year Group Leader</p> <p>After 3 reminders in one session (morning or afternoon), the child will miss 10 minutes of their breaktime, and will be spoken to by the Year Group Leader</p> <p>If being disruptive in the classroom, the child will be asked to spend 10 minutes in another room, supervised by an adult</p> <p>If caught cheating 3 times outside in a game, child to receive one week ban from participation in playground games</p> <p>Teachers or TA on duty need to report to child's class teacher</p>
3	<p>Persistent Stage 2 behaviour</p> <ul style="list-style-type: none"> *Discriminatory remarks, including those about the race, culture, religion, gender or sexuality of others Persistent swearing Intentionally damaging school resources or other people's property Stealing Fighting Physical aggression and/or retaliation Persistent refusal to participate Challenging an adult (e.g. persistently answering back or arguing) Being abusive or threatening to others Using the school's IT devices to search for inappropriate content *Inappropriate sexualised comments or behaviour towards others 	<p>Dealt with by Senior Leadership Team</p> <p>Child sent to see member of the SLT</p> <p>Child spends 30 minutes of their lunch break in the reflection room</p> <p>Teacher or SLT informs parents of incidents via phone conversation</p> <p>Details will be reported to all SLT and Year Group Leader in brief e-mail and logged on MyConcern</p> <p>*SLT will determine whether the behaviour is Stage 3 or 4</p>
4	<p>Persistent Stage 3 behaviour</p> <ul style="list-style-type: none"> *Discriminatory remarks, including those about the race, culture, religion, gender or sexuality of others Verbal abuse and/or physical aggression towards an adult Leaving school without permission Bullying others (this is persistently targeting another child either physically or emotionally, in person or online, and on more than one occasion) Serious physical aggression Serious violence resulting in physical injury Threatening an adult *Inappropriate sexualised comments or behaviour towards others 	<p>Dealt with by Senior Leadership Team</p> <p>Internal exclusion – either a morning or afternoon out of class, learning in isolation whilst supervised by a member of the SLT (work to be set by the class teacher)</p> <p>SLT either call home or arrange meeting with parents</p> <p>*SLT will determine whether the behaviour is Stage 3 or 4</p>
	<p>A serious breach, or persistent breaches, of the school's behaviour policy; or where a child's behaviour means allowing them to remain in school would be detrimental to the education or welfare of the pupil or others in the school.</p>	<p>Dealt with by the Headteacher</p> <p>Suspension or Permanent Exclusion</p>