Behaviour Policy

Last reviewed: September 2026

Next review due: September 2027

Rationale

'A whole-school behaviour approach is much more than a set of policies and documents. It is about what everyone in the school does, how they behave, and what expectations are set and taught. It is also about the values and ethos of the school. Strong values underpin good behaviour'.

September 2019, Amanda Spielman/Ofsted

Colburn School's approach to behaviour is directly linked to our school's core values,our motto, vision and rules (**be ready, safe and respectful**) they determine everything that we do in school.

We aim to ensure that:

• All pupils, staff and visitors feel safe in our school environment at all times through a high quality of care, support and guidance.

• All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of our school community.

• All pupils develop their independence and take responsibility for their own actions.

• All pupils are able to reflect on how their actions affect the rights and freedoms of everyone else.

• All pupils should be free from bullying, discrimination and distracting peer behaviour.

• Good behaviour is acknowledged and rewarded by all staff.

• That school rules are applied across the whole school by all staff.

• Where sanctions are exercised, they are in line with our school Behaviour Policy and taken seriously.

• All pupils develop skills for life in order to be active, responsible citizens of the future.

A curriculum to promote positive behaviour

At Colburn CP School we recognise that all pupils have the right to an inclusive curriculum within a familiar routine, with adults that know them well. As a result we will ensure that:

• Lessons are structured to be interesting and appropriately challenging. Children learn in different ways and teachers' planning addresses children's different learning styles. All children are aware of what is expected of them at the beginning of every lesson.

• Work is matched to children's abilities, there is good pace to the lesson and the layout of furniture and seating arrangements promote engagement by all pupils.

• Teachers and Teaching Assistants have a good understanding of the needs of all pupils in the class. They should know how special educational needs and disability affect behaviour and have strategies prepared to ensure that the SEND pupils are able to fully access the lesson.

• Routines are well established. Routines both in the classroom and around school are a fundamental source of high expectation. Routines provide the scaffold for conduct and a shared vision of behaviour.

• Teachers and Teaching Assistants should emphasise the positive, including praise for good behaviour as well as good work. They should continually observe/scan the behaviour of the class.

• Appropriate behaviours are taught and reinforced on a regular basis. Teaching routinely incorporates activities designed to promote children's social skills and emotional development. The delivery of the school PSHE curriculum offers a structured, spiral curriculum for developing the social, emotional and behavioural skills of all children.

Rewards

We praise and reward pupils for expected and exceptional behaviour and for displaying our school values in the manner in which they conduct themselves. Examples of these are:

• Verbal positive praise

• Merits recorded on the class house point sheet.

• Written comments/smiley face stamp on children's work.

• 'Star of the Week' certificate for each class, given out in Merit Assembly.

• Celebration of 'Star of the Week' on the school weekly newsletter.

• EYFS – stickers

• Stickers at lunchtime from Midday Supervisors.

• FS2 - Year 6 House Points

• Positive Praise Pad Notes between school and home.

From FS2 – Year 6, each pupil belongs to one of the five 'Houses'. The Houses are named Red Rubies, Yellow Diamonds, Green Emeralds, Blue Sapphires and Purple Amethysts. Individual merits are collected as House points and counted weekly by two Year 6 pupils. The totals for each House are announced in the weekly merit assembly and recorded on the 'Houses' display. The coloured ribbons on the trophy represent the winning House for that week.

Pupils' successes are acknowledged for numerous reasons, these may include:

• Kindness and courtesy to others

• Politeness and good manners

• A good attitude to learning

• Adhering to class and school rules

• Being helpful (to a peer or adult)

• Moving around school sensibly

• Good conduct during transitions and playtimes

• Homework completion to a good standard

• Excellent presentation of work

• Upholding and demonstrating Colburn School values

Strategies for modifying unacceptable behaviour

• Initially, use non-verbal cues: eye contact, closing the space, using gesture, circulating the room.

• Staff should remain calm – all pupils must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.

• Make clear that it is the behaviour which is unacceptable and this is not a personal matter.

• The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
• Make good choices – remind the pupil that they need to make good choices.
• When the pupil is calm, provide opportunities to reflect using Restorative Questions.

Verbal Reminder – *"This is a reminder - next time... (behaviour) there will be an action."*
Action 1: Warning – "*You've been asked once, now choose to make the right choice."*
Action 2: Final warning – "*This is your final reminder about behaviour/attitude – next time you will be moved."*
Action 3: Moved within class – *"Moved away from the situation/to a quiet area of the room for 5 minutes to help you improve your behaviour/attitude."*
Action 3a: The negative behaviour ceases, the pupil returns to their seat *"Well done for making a good choice"*.
Action 4: The negative behaviour continues – the pupil is given a consequence.
Consequence: Detention/missing playtime – "*You now have a break time detention as a result of your behaviour/attitude"*.
All staff will use these same reminders and actions. When outside, pupils who require **Action 3** will be given an appropriate area of the playground/MUGA/field to sit/stand for their 5 minutes time out.
All pupils who receive an **Action 4** should be recorded on CPOMS and their parents informed.
If a child in KS1 or KS2 receives more than three **Action 3s** within a week, their parents should be informed and the incidents recorded on CPOMS.

Restorative Practice
• Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.
• If there is no discussion with the child, they don't learn about the responsibility they had in a situation and how it has affected other people, because an adult has usually intervened and told them what they've done wrong.

• Restorative practice involves helping the child think through their behaviour, its consequences and what they can do to make it better.
• It's about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour.

When a pupil has been involved in a **serious incident** or **Action 3a/4 behaviour,** after de-escalation, time needs to be spent with the child on their own discussing the incident. The restorative questions help the child think about their behaviour and understand how they can correct it:

Restorative Questions – all staff to have behind their lanyards
1. What happened?
2. What were you thinking at the time?
3. What have you thought about it since?

4. Who has been affected by what you have done and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

When Restorative Practice is used effectively, pupils demonstrate:
- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards adults and each other
- Increased empathy
- An understanding of how to make wrongs right.

Low Level Disruption
Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:
- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson
- Being rude or unkind to children or adults

Serious Incidents
In our view, a 'serious incident' is defined as one of the following:
- Inappropriate language which could be hurtful or harmful to others
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying

Behaviour Sheets
In Key Stage 2, when a series of unacceptable behaviours have been noted, a discussion with parents will be carried out and a behaviour sheet will be used to develop positive targets for conduct.

Before beginning the behaviour sheet, the pupil will be given the opportunity to work with their class teacher to set targets to work towards.
Pupils on a behaviour sheet will be assessed using the school behaviour colour system.

- Blue – Excellent behaviour
- Green - Good behaviour
- Yellow - Satisfactory behaviour
- Red - Poor Behaviour

Reasons for yellow or red behaviour must be recorded on the behaviour sheet.
Parents will be given a photocopy of the behaviour sheet on a Friday.
In Key Stage 1, a similar system is used using a green smiley face, a yellow straight face and a red sad face.
Staff responsible for the child during the day will assess the child's behaviour/attitude at the end of each session. This includes playtimes, lunchtimes and lesson times.
The Behaviour Sheet will be used for a period of three weeks, after which time it will be reviewed with staff, parents and the child.
In EYFS, reasonable adjustments are made depending on the developmental age of the child.

Suspension
Good discipline in schools is essential to ensure that all children can benefit from the opportunities provided by education. The Government supports Headteachers in using suspension as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; **and** where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

When the Headteacher suspends a child, he will notify parents of the period of the exclusion and the reasons for it. He will also provide parents with the following information in writing:
• The reasons for the suspension;
• The period of a fixed period suspension or, for a permanent exclusion, the fact that it is permanent;
• Parents' right to make representations about the suspension to the governing body and how the child may be involved in this;
• How any representations should be made; and
• Where there is a legal requirement for the governing body to consider the suspension, that parents have a right to attend a meeting.
When considering suspension, the Headteacher and Governing Body will use 'Suspension from Maintained Schools, Academies and Pupil Referral Units in England' document and complete a suspension form provided by North Yorkshire County Council.

Roles and Responsibilities

Governing Body
Responsible for:
• The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school.
• Ensuring that this policy, as written, does not discriminate on any grounds.
• Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
• Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

Headteacher
Responsible for:
• The monitoring and implementation of this policy and of the behaviour procedures at the school.
• Establishing the standard of behaviour expected by pupils at the school.
• Reporting to the governing body on the implementation of this Behaviour Policy.
• Publishing this policy and making it available to staff, parents and pupils at least once a year.
• Determining the school's expectations for behaviour, and consequences for inappropriate behaviour.

SENDCo

Responsible for:

• Collaborating with the governing body and headteacher, as part of the Leadership Team, to determine the strategic development of behavioural and SEMH policies and provisions in the school.

• Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.

• Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies.

• Referring pupils with SEMH-related behavioural difficulties to external agencies to receive additional support where required.

• Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

• Liaising with parents of pupils with SEMH-related behavioural difficulties.

• Liaising with secondary schools, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

Teaching Staff

Responsible for:

• Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.

• Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full curriculum.

• Being responsible and accountable for the progress and development of the pupils in their class.

• Being aware of the signs of SEMH-related behavioural difficulties.

• Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.

• Liaising regularly with the parents of pupils with SEMH-related behavioural difficulties.

All Other Members of Staff

Responsible for:

• Adhering to, and applying this policy and ensuring that all pupils do too.

• Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

• Liaising with class teachers on updates and concerns about pupils with SEMH-related behavioural difficulties.

Parents/Carers

Responsible for:

• Supporting their child in adhering to the school's expectations of behaviour.

• Informing the school of any changes in circumstances which may affect their child's behaviour.

• Attending meetings with the class teacher/SENDCo/Headteacher about their child's SEMH-related behaviour.

Pupils

Responsible for:

• Their own behaviour both at school and out in the wider community.

• Following expectations for behaviour at all times.

• Reporting any unacceptable behaviour to a member of staff.

Pupils with SEND

Some pupils will need additional support or reasonable adaptions to meet the expected behaviours and this will be put in place as soon as possible to support the pupil and improve future behaviours. School will consider whether any reasonable adjustments or adaptations need to be made to ensure that all pupils are supported effectively. Adaptations may include, but are not limited to; visual support, adult support, additional time, reduced demands, additional social and emotional learning, peer support.

SEMH: Some children and young people need support managing and understanding their behaviours and emotions and this will be recognised and supported appropriately. Often the way a child/young person behaves can be a direct result of them having an unmet need. It is essential to understand that all behaviour is a form of communication. Staff training will ensure staff are confident and capable in supporting pupil with SEMH difficulties.

This policy operates in conjunction with the following school policies:

• Anti-Bullying Policy

• Child Protection and Safeguarding Policy

• Complaints Procedures Policy

• Exclusion Policy

• Physical Restraint and Reasonable Force Policy

• Social, Emotional and Mental Health (SEMH) Policy

• Special Educational Needs and Disabilities (SEND) Policy.