



# Colliers Green CofE Primary School

Colliers Green, Cranbrook, Kent. TN17 2LR

## Document Control Sheet

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Statutory Policy:	Yes

## Document History

Date:	Summary of Changes:
July 2022	Existing policy updated with minor changes to reflect the development of the school's Christian Vision.
November 2024	Minor updates to reflect current practice following discussion with staff.

## CHRISTIAN VISION

*Colliers Green is a family. We are a small rural school set in beautiful surroundings, where everyone feels welcomed and valued. We provide a caring, supportive and happy learning environment, rooted in Christian values. We encourage and nurture our children to be aspirational, kind, resilient and achieve academic success.*

Jeremiah 17:8

They will be like a tree planted by the water  
that sends out its roots by the stream.  
It does not fear when heat comes;  
its leaves are always green.  
It has no worries in a year of drought  
and never fails to bear fruit.

### 1. INTRODUCTION

This policy sets out how Colliers Green will reward positive behaviours in pupils, and the consequences that will be put in place where poor behaviours occur.

Our policy is rooted in our core values of **Aspiration, Resilience** and **Community**, in our status as a Church of England primary school and therefore, in the teachings and example of Jesus and the Bible. This means we promote values such as love for one another, mutual consideration and respect, care and compassion, and forgiveness. We will learn together to behave as Jesus did and in line with what He told us.

We recognise that our school is a community and staff, children, parents and governors work together in partnership and together we recognise that everyone is special and valued.

We will promote our vision and values through our policies, our collective worship and in all the day to day activities that go on in our school.

### 2. AIMS

The aims of this policy support and are supported by the aims of the school:-

- a) Maintaining a happy community providing equal opportunities, where pupils feel safe, valued and respected.
- b) Encouraging all pupils to achieve their potential and more.
- c) As per Jeremiah 17:8, helping the children to grow strong roots so that if they were to make a poor choice in terms of behaviour, they have the resilience to get back on track and not let it define them
- d) Raising self-esteem.
- e) Providing guidance for staff, pupils and parents within an atmosphere of support and mutual respect.
- f) Encouraging a shared responsibility between school and home.

### 3. PRINCIPLES

We operate a positive behaviour policy, which embodies the high expectations we have for all within the school community.

Our School:-

- a) Has a whole school approach to behaviour, setting good habits early with high expectations of cooperative behaviour from the start.
- b) Provides an environment conducive to on-task behaviour.
- c) Makes positive recognition of pupil achievement.
- d) Involves pupils in the creation and review of class rules, through discussion, circle time and PSHE lessons.
- e) Involves parents by maintaining good communications to ensure their support.
- f) Ensures that 'if things go wrong', pupils are given the opportunity to put them right.
- g) Language around 'choices and consequences', and 'strong roots' will be used to ensure the pupils understand that they can make positive and negative choices around behaviour. If they make positive choices, they will be rewarded and if they make negative choices they will receive consequences.
- h) Identifies extra-curricular opportunities in order to reinforce our expectations: visiting speakers, workshops, special events etc.

#### 4. REWARD SYSTEM

We operate a reward system designed to promote self-esteem within the children. We acknowledge that, whilst consistency is important, we also recognise that at different stages of a child's life at school, different ways of rewarding good behaviour may be appropriate. As a result, different classes use slightly different mechanisms to reward positive behaviour.

Good behaviour is rewarded by, for example:-

- a) Smiles, positive comments and being used as a role model.
- b) Receiving stickers.
- c) Receiving house points awarded for positive behavior and work.
- d) Awards for gaining numbers of house points.

100 House Points	Bronze Certificate
200 House Points	Silver Certificate
300 House Points	Gold Certificate
400 House Points	Platinum Certificate
House with the most House Points each term	House Treat, chosen by House members at the beginning of the term

- e) Talking to parents, praising good behaviour. Use of 'teacher mail' to send home with children.
- f) Weekly Celebration of Success certificates in Celebration Worship, 1 per class. Kindness certificates are awarded to children for being extra-kind to others.
- g) Sending the child to Headteacher or another member of staff with evidence of good behaviour/good work for a Headteacher sticker.
- h) Class treats may be awarded at the class teacher's discretion for a short session of approximately 30 minutes for exceptional class behaviour/work.
- i) Dojo points, table points, and a 'behaviour rainbow' may also be used in some classes.

## 5. CONSEQUENCES

Our school promotes a positive attitude to behaviour and most pupils respond to this.

However, we recognise that, from time to time, there will be a need to involve consequences for those pupils whose behaviour is deemed unacceptable and is not conducive to learning. In each of the following points below take-up time will be given to allow the child time to respond positively. If the child does not do this, the next step will be taken. Should the behaviour be extreme we reserve the right to move straight to number 5.

1	A prompt or reminder will be given to the child
2	A warning will be given to the child
3	The child will be moved within the classroom, or to a designated reflective, quiet space just outside the classroom.
4	<p>The child will spend 10 minutes thinking time in another class or miss 10 minutes of playtime. This will be dependent on the current activity and time of day.</p> <p>The child will be asked to reflect on the behavioural choices that they have made. A reflection book is available to support with this if necessary.</p> <p>Parents will be informed in person or by telephone/email/studybugs.</p> <p>In class 1, the child will be moved down a spot on the rainbow.</p>
5	<p>The child will be sent to the Headteacher.</p> <p>The Headteacher will inform parents.</p>

- a) We reserve the option to call in parents to discuss any behavioural concerns with the intention of helping the child to turn their behaviour pattern around.
- b) A behaviour log – home/school conversation book may be used should it be needed.
- c) If a consequence needs to be applied the following day, both the child and the parents will be informed on the day the misbehaviour occurred. This would only be used in certain circumstances, such as wrong behavioural choices being made at the end of the day.
- d) Pupil voice on behaviour will be sought through regular questionnaires and through PSHE and class-based discussions.
- e) Parent voice on behaviour will be sought through regular questionnaires and may be sought on other occasions should the need arise.
- f) Should consequences be required at playtime/ lunchtime, the following consequences will apply:

1	A prompt or reminder will be given to the child
2	A warning will be given to the child
3	5 minutes out
4	Class teacher informed at the end of play/lunch if appropriate
5	Headteacher informed

g) Should consequences be required during Collective Worship, the following consequences will apply:

1	A prompt or reminder will be given to the child
2	A warning will be given to the child
3	The child will be required to stand up and move their seating position
4	The child will leave CW with a member of staff.

All rewards and consequences will be explained to pupils and visual representations of them will be available to help pupils understanding.

## 6. EXTREME BEHAVIOUR

Children with extreme behaviour issues will be referred to the SENCo to enable the school to access support from Specialist Teaching Services. A Pastoral Support Plan may be drawn up between the School, parents and the child, which will define expectations, rewards and consequences. This will be reviewed within an agreed period.

Incidences of poor behaviour will be recorded on CPOMS.

A longer-term exclusion, or part-time schooling with multi-agency links to explore all possible support structures, both in and out of school.

As a last resort and to serve the best interests of the child and his/her peers, a managed move or a permanent exclusion.

## 7. EXCLUSION

The Headteacher can exclude a pupil but can only do so in line with the requirements within the current Government guidelines and following any other amendments from the LA. For all exclusions, the Exclusion Officer must be informed. This will be done via the Digital Front Door found on Kelsi.

If a pupil's behaviour continues to be disruptive or violent and is identified as being a serious breach of this policy in spite of applying all the suggested and agreed measures and is undermining the quality of teaching and learning for other pupils and, if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school then procedures for the exclusion of the pupil will commence.

Parents will be notified of the reason for the exclusion and invited to discuss the matter with the Head Teacher and SENCo. Before the child is re-admitted to school, a meeting between the parents, school and any other outside agencies that are involved will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour pattern is not repeated. A written record of the discussion and commitments agreed by the parents, the child and the school will be made. One copy will be kept in the school's record and one sent to the parent.

The Headteacher will inform the governors of fixed term exclusions of more than 5 days.

Parents have the right to make representation about all exclusions to the governors.

A Governors' committee would need to meet to consider a fixed period exclusion of more than 15 days in any one term.

Guidance will be sought from DofE document: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2023). Or from any future revisions of this document that occur prior to the school's policy being re-written.

## **8. USE OF PHYSICAL RESTRAINT**

Physical restraint is only used to prevent a pupil causing harm to himself/herself or others, seriously damaging property, or committing an act which risks harm to people or property. Alternatives to physical restraint should always be considered and tried prior to handling a child. Some of the key points are listed below.

Only the minimum necessary force should be used and every effort made to avoid injury to the child.

Physical contact and restraint should never be used in anger.

Restraint should continue for no longer than is necessary.

Where at all possible, more than one adult should be present.

No adult should be expected or required to restrain a child if by doing so they will put themselves at risk.

Children who require complex or repeated physical management will have a written positive handling plan which has been agreed by parents and relevant external agencies.

All incidents will be recorded by individual staff on CPOMS and the child will be asked to record a written reflection of their behaviour wherever possible.

Staff dealing with such children should be trained in proper and safe methods of restraint.

## **9. OPPORTUNITIES FOR CHILDREN TO DISCUSS APPROPRIATE BEHAVIOUR**

A programme of personal, social and health education designed to promote mutual respect, self-discipline and social responsibility throughout the school.

A clear focus for work on relationships and feelings as part of the PSHE work throughout school.

The agreement of a set of rules by each class at the beginning of Term 1.

Social skills groups / friendship groups may be run for targeted children when appropriate.

## **10. LIAISON WITH PARENTS**

'Class information meetings' are held at the beginning of each academic year and our approach to behaviour management and our expectations are outlined.

Throughout the year, parents are kept informed about their child's behaviour, with a more in-depth focus during parents evening if required.

Parents are encouraged to come into school and discuss any issues concerning their child's education/behaviour with staff.

## **11. ONGOING BEHAVIOUR PROBLEMS**

If any pupils present an ongoing behaviour problem, all staff involved with the child will keep an internal log of the problem using CPOMS, including third party interventions and all strategies used. These will be reviewed by the Headteacher as necessary.

A Pastoral Support Plan, specific risk assessment plan, or Provision Map may be agreed between pupil, staff and parents as required.

Any concerns regarding a pupil should be discussed with the class teacher, family liaison officer or SENCo as appropriate. There are times when the advice of outside agencies will be required. This could be the result of discussions between the class teacher, SENCo, and headteacher, or as the result of discussion at a Pupil Progress Meeting. Any outside agency will need information; therefore, staff need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies could include Specialist Teaching Service, Educational Psychologist, Speech Therapist, Physiotherapist, School Nurse and Social Services.

Pupil behaviour and wellbeing is a standing item on all staff professional development meetings, with minutes circulated to all members of staff.

The headteacher reports to governors on behaviour each term.

## **12. MONITORING AND REVIEW**

This policy will be regularly monitored by all staff and will be reviewed every two years.

Next review date: November 2026.