

Coulsdon C of E Primary School



Behaviour Policy

The ethos of this school is to enable every child to learn and develop in a Christian environment. We ask all parents of whatever faith applying for a place here to recognise and support this ethos and its importance to the school.

Together, growing in mind, body and spirit

*Approved September 2025
Next Review September 2027
or sooner if required*

Coulsdon Church of England Primary School Behaviour Policy

To provide an excellent education and wider opportunities where all members of our school community will flourish and realise their potential through encouragement and perseverance in a safe environment.

Mission Statement

Through God's love and guidance, we seek to nurture in our school family an understanding of the importance of Christian values, forgiveness and reconciliation.

At Coulsdon Church of England School, all members of our school community value and develop the unique strengths and gifts of one another and of our pupils. We strive to provide an excellent education and wider opportunities for the children entrusted to us, so that our pupils may grow and flourish in all that they do.



Our mission statement at Coulsdon Church of England primary school is 'underpinned by the Bible Verse John 10:10. '***That they shall have life, life in all its fullness***'.

We believe that to achieve this vision, we all need to be 'together, growing in mind, body and spirit' which is fed and nurtured by the community showing the values of the fruit of the spirit (Galatians 5:22-23)

At Coulsdon Primary School, we intend:

- To promote positive relationships, good behaviour, self-discipline and respect for all.
- To follow the Fruit of the Spirit in all that we do.
- To enable the self-regulation of pupils to help them flourish and reach their full potential.
- To enable and encourage all children to try their best in all that they do and be proud of their achievements.
- To work together, growing in mind, body and spirit.

At Coulsdon Church of England Primary School we have high expectations of pupil behaviour. The promotion of good behaviour is of the highest importance as we believe that good behaviour is fundamental to a happy and successful school where children flourish. We have high expectations of our pupils' behaviour and we foster mutual respect between pupils and between staff and pupils.

As children develop, so their sense of responsibility increases. An important role of the primary phase of education is to develop a sense of personal and corporate responsibility and to begin to develop a good understanding of what is right and wrong.

How do we do this?

- We value all pupils; their opinions, their efforts, their varying cultures and we treat all pupils and adults with respect.
- We praise and promote a positive attitudes and work ethic throughout the school.
- We listen to children and take account of their individual needs.
- We have consistent high expectations.
- We tell children what is expected of them.
- We will investigate thoroughly and make appropriate decisions based on the balance of probability.
- We identify children who find some aspects of behaviour difficult and offer support.
- We support children to reflect on their behaviour and consider how they might behave next time.
- We involve and work with parents if behaviour gives cause for concern.
- We explore moral issues in RE and PSHE lessons and in Collective Worships.
- We use a restorative approach to behaviour and endeavour to teach what is right and wrong.

Equality

This policy meets the school's public sector equal opportunity duties by promoting equality of opportunity and ensuring the dignity of all children is protected, under the nine protected characteristics, from discrimination, harassment and victimisation. We believe that diversity is a strength which should be respected and celebrated by all those within our school community.

Dealing with Poor Behaviour from those with Additional Needs and Disabilities

(AN&D) Our Behaviour Policy, rules, rewards and sanctions will apply for the majority of our pupils with AN&D. However, with very high need and specific AN&D children, where we feel that our normal procedures will not be appropriate, we work closely with the Local Authority AN&D Professionals, Behavioural Teams and Parents to help in addressing and resolving individual needs.

Behaviour Expectations

Our school life is based on our Christian faith and values. We respect each person as precious and equal in God's eyes and nurture tolerance and understanding of each other. Our values underpin all that happens in the school and provide the basis of our Mission Statement.

When things go wrong, we expect the following processes to be followed:

- Always tell the truth to yourself and others.
- Always apologise when you have done something wrong or made a mistake.
- Show forgiveness and accept consequences.
- Reflect on actions and avoid repeating mistakes.

We expect all pupils, both in and out of school, to be excellent role models for Coulsdon school by following three simple rules:

- Be safe
- Be kind
- Be ready

Role of the Parents in Supporting the Management of Behaviour in School

We want to work closely with parents and have the following expectations of the community. We expect families:

- To work alongside the school and inform a member of staff if there is an issue.
- To always set a good example and be respectful.
- To support their child in adhering to the School Rules and Behaviour Expectations in and out of school and when online and using social media.
- To inform the school of any changes in circumstances that may affect their child's behaviour

Poor Behaviour Incidents

When dealing with behaviour incidents in school we use a restorative approach to help us resolve the issue and help prevent them from happening again. This allows everyone involved in the incident to communicate what happened, play a part in fixing the situation and move forward positively. In keeping with our Christian ethos, we try to move forward in a spirit of forgiveness.

We will investigate incidents ask questions to help children understand the circumstances and hopefully see the problem from both sides. We will explore what happened, what feelings made them behave in that way and what they could do differently next time.

(Examples in Appendix 1)

We encourage the child to express how they feel about what has happened so that they are able to use reasoning and understand their own involvement. We discourage feelings of resentment and look for a positive outcome – ways to make things better. It is a system that helps children to discuss issues and feelings and express themselves, thus building resilience and important skills for the future.

Rewards and Consequences

Rewards

It is very important that the children know from a very early age that each person deserves to be treated fairly, with equity and dignity and allowed freedom and space to develop and learn without interference from others. In order to promote good standards of behaviour there is an agreed school reward system, alongside appropriate consequences for those who choose not to comply.

At Coulsdon Primary School members of staff recognise, model and celebrate the school values at all times, through informal and specific praise. Effort and achievement are rewarded and valued. Pupils are expected to be kind, respectful and hardworking and be aware of each other's safety. We ask the children to remember the three simple rules:

- 1) Be safe
- 2) Be kind
- 3) Be ready

A variety of rewards are used in school depending on the age and ability of pupils.

Consequences

At Coulsdon Primary School we understand that all behaviour is a communicator of emotion and that all children, at some time or other, will fall short of the expected behaviour, but we work towards reconciliation and forgiveness in our community.

In order for children to be able to make the correct choices we need to help them understand why they are behaving in a certain way and what they can do differently next time. If a child is in an escalated state calming techniques to help regulate the children's emotions. We also teach the children these strategies so they can self-regulate.

Parents are informed depending upon the severity of the actions. Low level behaviour is corrected in class, and higher-level behaviour is escalated to the Senior Leadership Team and recorded on our whole school behaviour monitoring system - CPOMS. We teach children that every action has a consequence and share with them the expectations of the school.

Whole School Step by Step Behaviour Management Stages

Stage	Behaviour	Possible Rewards and Consequences
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Expected Behaviour	We expect all our children to behave and to work hard and do their best. Expected behaviour is linked to our school values.	Rewards come in many forms, but are related to hard work and The Fruit of The Spirit which are love, faithfulness, joy, self-control, patience, goodness, peace, gentleness and kindness.
Yellow Stage 1 Verbal Warning (two verbal warnings given)	Low level disruption Examples: <i>Not following instructions; not listening; lack of focus/off task; calling out; disturbing others; poor playtime behaviour.</i>	Staff Members involved discuss the behaviour with the child and refer to the rules and value not being used. <i>Staff note any verbal warnings in a class book and where necessary staff will share concerns with parents.</i>
Yellow Stage 2 (after 2 verbal warnings, Stage 2 is implemented)	Continuation of the above and/or more serious behaviours. Examples (Not exhaustive): <i>Refusal to do as asked; rudeness to peers and/or adults; leaving the classroom without permission; disregard for school Property; rough play like play fighting, pushing, hitting, kicking, grabbing, pinching; inappropriate language.</i>	Staff Members involved discuss the behaviour with the child and refer to the rules and value not being used. Staff will investigate the incident as thoroughly as possible and make a decision based on the balance of probability before providing an age appropriate and suitable consequence which could be the loss of a proportion of playtime; changed seating arrangements in class; walking at playtime with the adults on duty; increased contact with parents through a specially set up and agreed home/school behaviour book or reward chart; a report of offensive language letter home (Appendix 2). <i>Staff will record details of the incident/s on our behaviour monitoring system – CPOMs Children may complete a reflection sheet to take home (Appendix 4).</i>
Red Stage 3a Time Out	Continuation of the above (with no improvement following the opportunities to improve) and/or more serious behaviours. Examples (Not exhaustive): <i>Refusal to do as asked; rudeness to peers and/or adults; leaving the classroom without permission; disregard for school Property; rough play like play fighting, pushing, hitting, kicking, grabbing, pinching; inappropriate language; racist language; diversity related incidents</i>	Staff Members involved discuss the behaviour with the child and refer to the rules and value not being used. Staff will investigate the incident as thoroughly as possible and make a decision based on the balance of probability before providing an age appropriate and suitable consequence which could be reflection time with SLT; the loss of playtime; repairing or paying for damage; increased contact with Parents through a specially set up and agreed home/school behaviour book or reward chart. <i>Class Teacher or SLT informs parents, verbally or by email.</i> <i>Staff records details of the incident/s and conversations on CPOMs.</i>
Red Stage 3b Internal Suspension	Continuation of the above with no improvement after	Deputy Headteacher: Discuss the behaviour - relate it to the rules and values not being used and work towards a suitable consequence.

	<p>Stage 3a and/or behaviours not limited to the below list:</p> <p><i>Deliberate behaviour resulting in another child or adult being hurt physically or emotionally, swearing (including offensive hand gestures), stealing, bullying including online bullying, serious deliberate damaging of school property, child on child abuse, racist or homophobic or gender biased name calling.</i></p>	<p>Internal Suspension and Reflection time (in school with a member of staff) – this can include playtime and class time. If it is out of class time.</p> <p>SLT will contact parents and provide them with a letter detailing the internal exclusion.</p> <p><i>Staff records details of the incident/s and conversations on CPOMs.</i></p>
<p>Fixed Term (External) Suspensions and Permanent Exclusion: The School follows the guidance form DfE <i>Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.</i></p> <p>In extreme circumstances, when all other avenues have failed to elicit consistently improved behaviour, or where a child's behaviour is seriously harming the education or welfare of other members of the school community, the Head teacher will consider a Fixed Term External Suspension, or Permanent Exclusion. This includes pupils who make false allegations against staff. In such instances the Parents and the Chair of Governors will be informed immediately.</p> <p>Examples of behaviour are: <i>Deliberate destruction or damage to School Property, harming a child or adult enough to cause serious injury on purpose, bullying including online bullying, child on child abuse, repeated racist, gender biased or homophobic remarks, bringing into School offensive weapons, drugs, alcohol or cigarettes.</i></p> <p>Exclusions come in two forms:</p> <ol style="list-style-type: none"> 1. Fixed term (time limited) Suspensions (at home) will be implemented, which may lead to 2. Permanent Exclusion if behaviour persists <p>Note: In instances of <u>fixed term suspensions</u>, the child will only be readmitted after a <i>reinstatement meeting</i> is held in line with DfE Guidance.</p>		

GOVERNORS' STATEMENT OF PRINCIPLES ON PUPIL BEHAVIOUR

(adapted from Southwark Diocesan Board of Education)

(a) believes that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start and reintegration programme for excluded pupils is a key part of the school's behaviour policy;

(b) believes that dialogue with pupils, parents, carers and staff is important in developing the principles on which the behaviour policy is based and therefore the school will consult those involved with the school community, as appropriate, when the policy is reviewed and ensure that any impact on the home/school agreement is assessed;

(c) aims to provide an environment in which all pupils and staff feel safe and secure and in which pupils are affirmed, develop resilience and a sense of belonging so that they can talk openly with adults at the school about any problems;

(d) believes that pupils learn by example and it is expected, therefore, that all adults in the school will model good behaviour;

(e) does not tolerate violence, threatening behaviour, abuse or any form of bullying: an everyone in the school community has a right to respect and an atmosphere which is conducive to learning;

(f) has a zero tolerance of offensive weapons, alcohol and drugs in school and sanctions the confiscation, retention or disposal of pupils' property in accordance with DFE guidelines which enables staff to search for prohibited items without consent;

(g) does not tolerate the misuse of the internet, social media, messaging apps and mobile phones;

(h) takes firm action against pupils, parents, or others who harass members of staff on, or off, school premises and ensures that pastoral care is available to staff accused of misconduct;

(i) will not discriminate against any pupil on the grounds of religion, belief, or lack of religion, or belief; race; gender; disability; sexual orientation; gender reassignment; marriage or civil partnership; or pregnancy or maternity;

(j) promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;

(k) sets clear expectations of behaviour through clear codes of conduct including behaviour beyond the school gate;

(l) praises, supports and rewards good behaviour and improvements in behaviour, as appropriate, and provides a range of opportunities in which pupils can excel and be rewarded;

(m) applies a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;

(n) ensures that all staff are given access to appropriate training, opportunities to share and to develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;

(o) ensures that senior staff are highly visible at particular times of day to support staff and maintain a sense of calm and order;

(p) ensures that all new staff are made aware of the behaviour policy and these principles;

(q) ensures commonly agreed teaching, classroom management, intervention and behaviour strategies are used;

(r) ensures that there is an effective pastoral system in place which can address root causes of disruptive behaviour and enables early signs of mental health problems to be referred or addressed appropriately;

(s) ensures that there is effective provision for pupils with SEND and that reasonable adjustments are made for pupils with SEND;

(t) ensures that multi-agency assessments are considered for pupils displaying continuous disruptive behaviour;

(u) ensures that parents are kept informed of their child's behaviour (good and bad) and that common ways of working together are explored to assist pupils in making improvements in their behaviour. In addition to the above, the Governing Body expects the headteacher to:

(i) draw on the following DFE guidance when drawing up or reviewing the behaviour policy - screening, searching and confiscation; - use of reasonable force; - dealing with allegations of abuse against teachers and other staff; - behaviour and discipline in schools advice for headteachers and school staff; - preventing bullying; and - mental health and behaviour in schools. (ii) comply with the legal requirements in drawing up the behaviour policy, ie, to include measures which: - promote good behaviour, self discipline and respect; - prevent bullying; - ensure pupils complete assigned work; and - regulate the conduct of pupils.

Signed:

On behalf of the Governors

Dated:

Signed:

Head Teacher

Dated:

Appendix 1

Prompts for discussions with children

Staff must listen to both sides and ask all children these questions before making a judgement on the balance of probability

Questions/Prompts (begin by validating feelings) 1. I can see that you are feeling (sad, angry, frustrated etc – use specific feelings words) and I was wondering what has happened?
2. I can understand why you are upset. How were you feeling at the time of the incident?
3. How have you been feeling since?
4. How have your actions affected others?
5. What could you do differently next time?
6. How can you make the other person/people feel better?

Describe

1. When (time) and where did it happen?
2. Who was there?
3. What do you think that happened?
4. How did it happen?
5. What did you do?
6. What did they do?
7. Who did you tell and ask for help?
8. Is there anyone else who could help?

Appendix 2

Coulsdon Church of England Primary School Offensive Language Letter

Dear _____

Today at school I used offensive language.

I said:

I understand that this is not acceptable and will not use such language again. I will apologise/have apologised to those people I have offended.

Yours sincerely,

Name: _____

Class: _____

Date: _____

Parent signature: _____

Appendix 3

Behaviour and Discipline in Schools (DfE Guidance)

The DfE gives clear guidance to Headteachers and School Staff on Behaviour and Discipline in Schools <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

The Law on Behaviour and Discipline Policy in Schools

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property

Punishing Poor Behaviour - What the law allows

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions: 1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher; 2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and 3. It must not breach any other legislation (for example in respect of Disability, Special Educational Needs, Race and other Equalities and Human Rights) and it must be reasonable in all the circumstances.
- A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- With reference to the role of volunteers on trips and otherwise, other than a reasonable reprimand for poor behaviour, the power to discipline rests with staff of the school and not volunteers.
- Corporal punishment is illegal in all circumstances.
- Children must not suffer as a result of any discipline and staff follow the school safeguarding policy in this respect.

Pupils' Conduct Outside the School Gates – What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Coulsdon School expects pupils to behave out of school as well as when at school. Any behaviour which involves non-criminal bad behaviour and bullying, which is witnessed by a staff member or reported to the school will be taken very seriously and dealt with according to the school's policy for disciplining misbehaviour and bullying.

Subject to the school's Behaviour Policy, the teacher may discipline a pupil for any misbehaviour when the pupil is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

Detention - What the law allows (Coulsdon uses the phrase Reflection Time rather than Detention)

- Teachers have a legal power to put pupils in detention and that parent consent is not required to put pupils into detention.
- At Coulsdon' we use the term 'Reflection Time' instead of detention as we regard detention as time for reflection on poor behaviour, an opportunity to consider who it has affected and a time to make amends and apologise.
- We recognise the right in law to give detention on school days, at weekends and on in-service training days. However, at Coulsdon' we would not use detention outside school hours as a sanction.
- For a lunchtime detention/reflection, notice is not given to parents. Teachers have been delegated the power to use this sort of detention/reflection if they deem it necessary. Teachers will ensure that reasonable time is allowed for the pupil to eat, drink and use the toilet.

Confiscation of Inappropriate Items - What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from pupils: 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out. Confiscated items will be retained in the Headteacher's office while any incident is being investigated. Generally, confiscated items will be returned to parents following investigation. However, if necessary, items will be given to the Police.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

While the likelihood of such a necessity at Coulsdon School is extremely low, should it be necessary Headteacher would refer to 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies.

Power to use Reasonable Force – What the Law Allows

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

While the likelihood of such a necessity at Coulsdon School is extremely low, should it be necessary the Headteacher would make reference to 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' (non-statutory guidance).

Malicious allegations

- For allegations of abuse made against teachers or other staff, processes dictated in part 4 of 'Keeping Children Safe in Education' will be followed.
- Where a child makes an accusation against a member of staff, and that accusation is shown to have been malicious, the Headteacher will discipline the child in accordance with this policy.
- Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

The above DfE guidance reinforces our behaviour management system of “Behaviour Rewards & Consequences” and “School Rules”.

Our Behaviour Policy is underpinned by our Christian Faith and Values

Appendix 4

Name _____

Date _____

Behaviour Reflections

Signed _____
(Parent/Carer)

Reasons for my behaviour	Description of my behaviour	Consequences my behaviour
<p>What happened...</p>	<p>What I did...</p>	<p>How has my behaviour made others feel?</p>
<p>How I will make things better</p>	<p>What I will do in the future</p>	<p>How do I feel now?</p> <p>What might have happened?</p>

Signed _____
(Pupil)

Signed _____
(Teacher)