



BEHAVIOUR (PUPIL) POLICY

‘Inspire, Enquire, Acquire’

“Behaviour management is a team sport”

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The Colleton Primary School



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1. Objectives

The governing body, the Headteacher, the staff, families and children of The Colleton will:

- expect and model good behaviour in learning and in all areas of the school so children are ready for all aspects of school life
- ensure respect for oneself, others and the environment
- promote self-discipline and self-regulation
- show respect to all members of our school community
- prevent bullying and ensure that everyone feels safe and secure in school

2. General Statement

Our behaviour policy is built on the core belief that every child has the right to feel safe, valued, and that they belong. Positive relationships, mutual respect, and a restorative ethos underpin all we do to support children's development—socially, emotionally, and academically.

Children thrive in a happy, pleasant and caring atmosphere where they are able to be their best self, in teaching areas, the playground and in extra-curricular activities. When children are encouraged and stimulated they are more likely to explore their potential. This can only be achieved if all the members of the school community are **aware of** and abide by the expectations for good behaviour, not only in school, but in society as a whole.

When families accept a place at The Colleton, it is an expectation that this Behaviour Policy is adhered to and they reinforce with their children that they must follow The Colleton Code by being:

- Ready and curious
- Respectful and kind
- Safe and Secure

No child and or any member of school staff should be abused (physically or verbally) whatever their role in school. Adults are here to teach and support the learning and development of children whilst following the processes set out in this policy.

It is important that good behaviour is fostered both through good teaching practice and by **all** staff promoting the positive ethos of The Colleton, sharing responsibility for the welfare of pupils, being consistent in their dealing with the children and by setting a good example. We encourage children to report incidents. For this to work well, it is essential that families support the school staff when dealing with inappropriate behaviour by following up incidents at home using discussion through restorative questioning, consequences and any other strategies in discussion with the school.

The whole school community should be aware of and demonstrate the school values in their behaviour and interactions with others:

- Respect for all
- Kindness
- Independence
- Aspiration
- Positivity
- Trust
- Acceptance
- Empathy
- Compassion
- Honesty
- Resilience



- Responsibility

3. General guidelines for staff to follow when promoting good behaviour:

- instil in the children an understanding of why good behaviour is so important and valued.
- create clear, consistent conditions for an orderly community in which effective learning can take place, where there is mutual respect and a caring attitude between all members, and where there is proper concern for the environment.
- develop in the children a sense of self-discipline by teaching strategies to help self-regulate emotions and an acceptance and understanding of responsibility for their own actions through regularly revisiting Zones of Regulation teaching
- ensure that children are aware of the ethos of the school throughout the year and review and uphold The Colleton Code. This should be regularly referred to and displayed in each teaching area.
- ensure that the behaviour policy is applied by all staff in a coherent, fair and consistent manner and is shown to be reasonable, sensitive and effective by using a restorative approach.
- ensure that all children are aware of what is acceptable behaviour, both within school and out by praising, highlighting and celebrating examples of good behaviour at all times during the day. This should be constructive and restorative in its approach and include practical guidance and support with how to improve behaviour.
- encourage good manners, respect and politeness to all others with whom they come into contact.
- support families with issues regarding behaviour.
- encourage and reward good behaviour by:
 - recognising and acknowledging best examples of conduct
 - a written or verbal comment on pupil's work, picking out specific points or ideas for positive comment and reflecting effort
 - a private or public word of praise in front of a group, class, team or whole school
 - lunchtime staff reporting good, helpful and kind behaviour to a teacher and nominations for VIP table.
 - a visit to a member of the senior management team and/or the Headteacher to celebrate and acknowledge achievement
 - use of school reports and parents/teacher meetings to comment favourably, not only on good work and academic achievement but on behaviour, on involvement and on general attitude and effort.
 - affording children the opportunity to undertake specific areas of responsibility.
 - a letter, phone call or word to families informing them specifically of some action or achievement deserving praise.
 - sending home values slips.
 - nominations for Hot Chocolate for demonstrating values or learning behaviours over and above those expected.
 - reviewing and including new incentives for good behaviour.
 - setting achievable targets to increase self-esteem as part of an Individual Education Plan (IEP) if appropriate
 - regularly include solution focused approaches when discussing behaviour issues and during group circle time, team time or assemblies rather than only re-acting to a particular incident.
 - discussing with the school council as to how to promote and support good behaviour
 - teaching strategies to support self-regulation by the explicit teaching of Zones of Regulation.

Our staff will aim to maintain good order and discipline at all times during the day, including midday break, when children are present on the school premises and whenever pupils are engaged in authorised school activities. However, we recognise that there will be occasions when children



misbehave, either within school, including playtimes and lunchtimes or during off site visits. We therefore propose that on these occasions a series of consequences will be put into effect.

It must be stressed that these consequences are a guide only and not to be treated as “law”. Each individual circumstance will be appropriately assessed and acted upon using these guidelines. It is important to remember that poor behaviour can stem from personal problems or difficulties. **To punish the bad behaviour and ignore the reasons for it will have only a short-term effect and will not provide the long-term solution we expect at The Colleton.** We need to remain curious about the reason for the behaviour and be aware that all behaviour is communicating an unmet need.

4. General guidelines for staff to be followed when intervention or consequences are deemed necessary:

- Any consequences that are given as a result of poor choices made by a child should ensure the child is helped to understand how they could modify their behaviour to prevent further consequences.
- when appropriate, the children will be encouraged to discuss and resolve issues between themselves. Skills are taught in teams and time and space will be given.
- the member of staff who is approached will hold an initial discussion with the child/children involved using the agreed restorative questions (see appendix). The adult will listen quietly to all the facts and all parties, then try to resolve the problem ensuring that fairness prevails. Apologies/handshakes etc. may take place and no sanctions may be necessary.
- time away from the group, class or team ensuring that the child/children is supervised at all times. Using the agreed restorative questions, the child will be asked to reflect on his/her behaviour, which will then be discussed with the pastoral teacher after a specified period of time. This should be no longer than 10 minutes.
- it is expected that learning not completed during school time due to inappropriate behaviour will be made up during the child's 'own' time e.g. lunchtime, break time or at home. This will be explained to the child with a time allocation given. It will also be explained to families on occasions where it is necessary to send learning home including clear expectations of how much to complete as well as a time frame for when to expect it back in school. Teachers will need to ensure this is followed up.
- a child may be asked to write a letter or draw a picture of apology to the person concerned, thus losing some of his/her free time at lunchtime. Families may be informed.
- the child may be expected to do an agreed task to help in the school to reinforce the idea of being respectful and keeping safe, thus making amends for anything damaged, e.g. broken deliberately or mistreated.
- in some cases the child may be expected reflect on a way to make reparation for his/her misdemeanour, and this may have to be carried out over a period of time.
- persistent misbehaviour at any time during the school day will require the pastoral teacher to then inform the team leader and family. Consequences for resolving the behaviour problem will be introduced. This could include daily/weekly meetings with a member of the senior management team, a home/school link book, sitting/working next to the teacher, working in a different team/class/group. Each case will be looked at individually and the most effective solution used.
- serious events, or areas of concerns and actions will be recorded on Arbor. These will be shared with the registration teacher, team leader, Headteacher or SENCO as appropriate. Families will be informed where appropriate.
- however, if the problem or incident is extremely serious or persists the child/children concerned will be taken/sent to the Headteacher immediately who will talk to the child/children concerned and decide on the sanctions to be imposed. This is likely to include consultation with the families. When the Headteacher is required to intervene, in a matter of discipline, all events and actions



will be recorded on Arbor. The Headteacher may request the support of outside agencies based at Wokingham Borough Council.

- we provide a 'safe place' (sensory space, Rainbow Hub) for children to retreat to in times of upset or anger.
- specific children may have an alternative designated safe place as a place of choice either inside the team or in the playground. All staff that deal with that child should be aware of this and it should be detailed on the child's One Page Profile.
- adult and peer mentors will be set up as required or necessary.

5. Avoiding Whole Group Consequences

As part of our commitment to fairness, accountability, and positive behaviour support, we aim to avoid the use of whole group consequences for the actions of a few individuals.

Why we avoid whole group consequences:

- They undermine trust and morale within the group.
- They punish those who have followed expectations, which can lead to resentment and disengagement.
- They fail to address the root cause of the behaviour and miss the opportunity to support those who need guidance.
- They can discourage individuals from taking responsibility, as accountability becomes shared rather than personal.

Instead, we:

- Address behaviour at an individual level, considering context, needs, and appropriate support.
- Use restorative approaches to repair harm and rebuild relationships.
- Recognise and reinforce positive behaviour across the group.
- Encourage collective responsibility in a way that empowers rather than penalises.

We believe that meaningful behaviour change happens when individuals feel respected, heard, and supported—not when they are unfairly grouped into consequences that do not reflect their actions.

6. Avoiding Favouritism in Rewards

As a school, we are committed to promoting fairness, inclusion, and consistency in how we recognise and reward pupil behaviour. All staff are expected to use the school's agreed systems for behaviour rewards, such as values slips, verbal praise, certificates, stickers, or class-based incentives.

Staff should not bring in personal items from home (e.g. toys, sweets, books, or gifts) to reward individual pupils. While often well-meaning, this can lead to perceptions of favouritism, undermine the consistency of our behaviour approach, and risk creating feelings of unfairness among other pupils.

To support a fair and inclusive approach:

- All rewards should be consistent with school policy and accessible to all pupils.
- Positive behaviour should be recognised in ways that promote whole-class inclusion and shared understanding of expectations.
- Any additional or individualised support or recognition should be discussed with senior leaders or the SEND team as appropriate.

By maintaining a consistent and equitable approach to rewards, we help foster a school culture where



every child feels valued, respected, and motivated to succeed.

7. ANTI-BULLYING POLICY

Children and families must be confident that any form of bullying in school will not be tolerated and will be dealt with as appropriate. However, we recognise that bullying may take place occasionally. As part of our Behaviour Policy we wish to encourage both families and children to feel able to discuss any problems with staff. It is important that we stress our openness and willingness to listen to any concerns.

There are many definitions of bullying. We define a bully as:

A child/children who persistently cause distress to another child/children by either verbal, non-verbal or physical means.

A pupil is being bullied, or persistently picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is persistently hit, kicked, threatened, sent nasty notes, or when a child is deliberately isolated by others. Bullying can also take place online. However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

Every incident of bullying will be dealt with immediately it is known, in accordance with our behaviour policy. Any serial bullying will be immediately taken to the Headteacher in line with the behaviour policy and dealt with accordingly and families informed when necessary.

Key Strategies for Tackling Bullying

We have a commitment on behalf of the Headteacher, governors and all staff and pupils to tackle any bullying that might take place in school.

A positive approach will be taken to prevent bullying. As part of the curriculum children will be encouraged to discuss what bullying is. They will discover, through drama and role play, what it feels like to be bullied/to bully. They will work through drama and discussion to foster sharing and kindness and to develop good social skills.

If a child or family feels that an incidence of bullying has taken place, the below process will be followed:

- 1) Initially the teacher will listen to the parent/child concerned to ascertain the nature of the problem and may involve the Team Leader and/or Headteacher.
- 2) If a child discloses information to a member of the non-teaching staff or a governor that adult should immediately inform the pastoral teacher/team leader.
- 3) Witnesses will also be involved, each individual giving their perception of the incident/incidents.
- 4) The investigator will discuss with the child/children concerned and try to resolve the issue. Hopefully, this will be the end of the matter with the incident having been fully discussed and the concern dealt with. Team leaders will be informed and a behaviour incident form will be logged on Arbor. However, the "bully" will be warned of the next stage if bullying persists, e.g.
 - i) The child will be sent to the Headteacher. The Headteacher will discuss the issue with the relevant members of staff, families and children in order to develop an effective action plan.
 - ii) If the child continues to bully, the child and family will meet with the Headteacher and a member of the senior management team to develop a detailed plan to resolve the issue. This may include support from outside agencies based at Wokingham Borough Council.
 - iii) The child/ren that have been 'bullied' need to feel comfortable and be made aware that the incident has been dealt with.



All incidences of bullying which are brought to the attention of the Headteacher are reported to the Governing Body on a termly basis.

Please note that this policy applies only to incidents of bullying which take place on the school premises. The school is not legally responsible for bullying which takes place elsewhere. However, the school has an enduring interest in the welfare and conduct of our pupils and will respond positively to any information we receive about bullying outside school.

8. Child on Child abuse

We are committed to providing a safe, respectful, and inclusive environment where all children feel protected and valued. We recognise that children can be both victims and perpetrators of harmful behaviour, and we take all forms of **child-on-child abuse** seriously.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this behaviour policy, but our child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

What is child-on-child abuse?

Child-on-child abuse can include, but is not limited to:

- Bullying (including online or cyberbullying)
- Physical abuse (e.g. hitting, kicking)
- Sexual violence and harassment
- Harmful sexual behaviour
- Emotional abuse or coercive behaviour
- Initiation/hazing-type violence and rituals
- Upskirting or sharing of explicit images without consent

Our approach to dealing with child-on-child abuse:

- All concerns or reports of child-on-child abuse are taken seriously and investigated promptly and sensitively.
- We adopt a zero-tolerance approach to abusive or harmful behaviour, recognising the impact it can have on a child's wellbeing, development, and sense of safety.
- Victims are supported through a trauma-informed and child-centred approach, ensuring they feel heard, believed, and safe.
- Appropriate action will be taken in line with safeguarding procedures, which may include working with families, external agencies, and implementing sanctions or interventions.
- We will also support the child who has caused harm, addressing underlying issues and promoting behaviour change through education and support where appropriate.

Prevention through education and culture:

- We promote respectful relationships and equality through our curriculum, assemblies, and pastoral care.
- Staff are trained to identify signs of abuse, respond appropriately, and create a culture where all children feel safe to speak up.
- We encourage a climate of openness where harmful behaviour is challenged, and every child understands that abuse in any form is not tolerated.
- It is not acceptable to pass this off as 'banter', 'just having a laugh' or 'part of growing up'



Our behaviour policy works hand in hand with our safeguarding and child protection policies to ensure a robust, coordinated response to child-on-child abuse.

9. Suspension or Exclusion

At our school, we are committed to promoting positive behaviour and supporting all pupils to make good choices. We believe that every child has the right to learn in a safe, respectful, and inclusive environment. Suspension or exclusion is a **last resort** and is only used when other strategies have been unsuccessful or when a pupil's behaviour poses a serious risk to the safety and wellbeing of others.

The decision to suspend will be made by the Headteacher.

Suspension or exclusion may be considered when:

- There is **serious physical violence** towards another pupil or member of staff.
- A pupil engages in **persistent or severe bullying**, including online or discriminatory behaviour.
- There is **deliberate damage to school property** or theft.
- A pupil displays **repeated, disruptive behaviour** that significantly impacts learning and does not improve with support and intervention.
- There is **possession of prohibited or dangerous items** (e.g. weapons, harmful substances).
- There are **allegations of sexual harassment or harmful sexual behaviour**.
- A pupil engages in **racial, homophobic, transphobic, or other discriminatory abuse**.
- There is a **refusal to follow safety instructions** that places the pupil or others at risk.
- A pupil engages in behaviour that **seriously undermines the school's values or community expectations**.

We will always:

- Consider the age, understanding, and individual needs of the pupil.
- Take into account any contributing factors, such as SEND, trauma, or safeguarding concerns.
- Work in partnership with parents/carers and external agencies to support the child.
- Follow statutory guidance (e.g. *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England – DfE, 2023*).

Where appropriate, a **suspension** may be used as a short-term response, while further support or risk assessment is put in place. A **permanent exclusion** will only be considered in exceptional circumstances, where all other options have been exhausted, or the behaviour is so serious that continued attendance would harm the welfare or education of others.

Please refer to our exclusions policy for more information.

10. Searching, Screening and Confiscation

Searching, screening and confiscation will be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

11. Off Site and On-Line Behaviour

Educational visits, residentials, and extra-curricular clubs are valuable opportunities that enrich pupils' learning, social development, and confidence. At our school we want as many children as possible to benefit from these experiences. However, participation in these activities is a **privilege**, not an automatic right, and is subject to behaviour expectations being met.



This policy may be applied:

- Where a pupil has misbehaved off site when representing the school (for instance during sporting activities, school trips, travelling to and from school etc)
- Where the behaviour outside of school or online could have repercussions for the orderly running of the school, adversely affect the school's reputation, impacting on learning or posing a threat to another pupil.

Trips and clubs are privileges. A pupil may be withdrawn if:

- Their behaviour in school raises **serious safety concerns** for themselves, other pupils, or staff
- They have shown **persistent disruptive behaviour**, despite interventions and support.
- There is a pattern of non-compliance or **violent, aggressive, or threatening behaviour** that may put others at risk.
- There are **ongoing safeguarding concerns** or support needs that may make participation unsuitable at that time.
- Their behaviour during previous off-site activities was **unsafe, disrespectful, or non-compliant**.

All decisions will:

- **In line with our behaviour policy**, risk assessments, and duty of care.
- Be risk-assessed
- With consideration for the **individual circumstances** of the pupil, including SEND and social or emotional needs
- In consultation with **parents/carers**, and where possible, with support offered to help the pupil work towards attending future events.
- Aim to help the pupil work towards future participation

We are committed to inclusion, and will always aim to help pupils engage in wider school life. Where attendance on a trip or club is not appropriate at a given time, alternative provision or future opportunities will be considered.

12. Resources

- The school website – a guide to e-safety.
- Parents Bullying helpline www.kidscape.org.uk
- Advice about bullying www.childline.org.uk

13. Review and Monitoring

- All significant behaviour incidents are logged (e.g. on Arbor)
- Patterns are monitored by SLT
- Behaviour Support Plans are regularly reviewed with staff and families
- Interventions are adapted to support individual needs

This policy will be reviewed annually by the Full Governing Body and a Headteacher's termly report to governors will include a statement on any incidence of bullying. The policy will be brought to the attention of all pupils at least once in the academic year, when team codes are developed. All employees and governors will be provided with a copy of the policy as part of induction and it will be reviewed and discussed annually through meetings.

Any major changes will be made following consultation with governors, staff, families and children.



14. Associated Policies

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy
- Prevent policy
- Exclusion policy
- Physical intervention Policy.

Appendix 1

The Colleton Code

In our school the children and adults will...

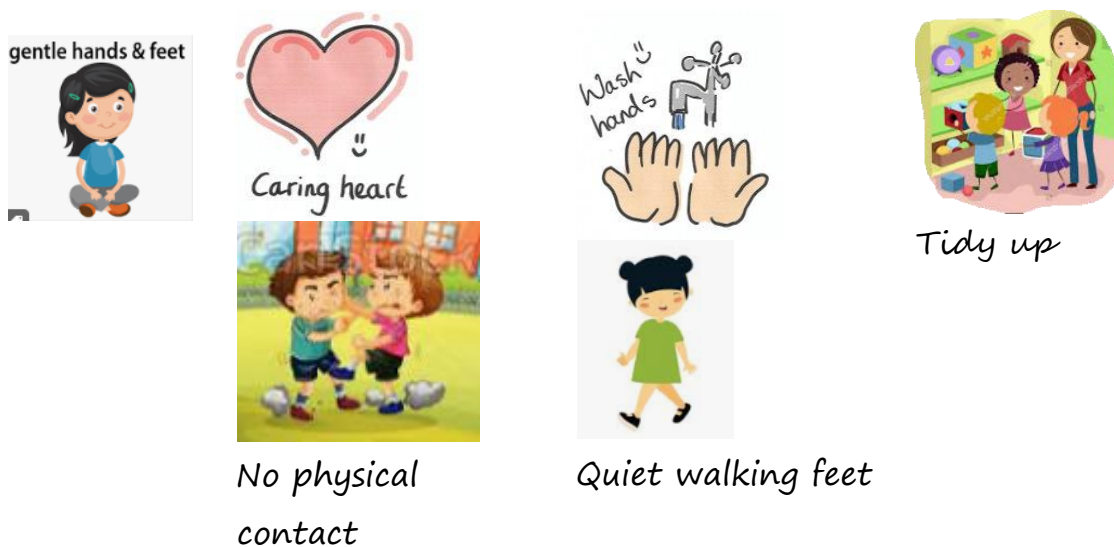
Be ready and curious



Be respectful and kind



Be safe and secure



Treat other people as you would like to be treated



Appendix 2

• What happened? • What was happening just before that? • How were you feeling at the time? • How do you think the other person was feeling? • What do you think you could do to put things right? • What would you do differently next time?	• You need to... / I expect • I know you will because.../ • Do you remember yesterday when you... (<i>demonstrated good behaviour</i>) • Thank you for doing that • If needed revisit with: • Every action has a consequence • Do you need some thinking time or are you ready to make a good choice?
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Appendix 3: Six Stages of a Crisis

Stage description	Need for	Behaviours	Positive handling responses
1. Anxiety/Trigger	Diversion, support and reassurance.	Low Level Shows signs of anxiety, hiding face in hands, bent over/under table, becoming red in the face, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, using a fixed stare.	Low Level Distraction. Offer a change of scenery or a special job to do. Read the body language and the behaviour, intervene early, communicate; display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. Remind about token or reward that is being worked for.
2. Defensive/Escalation	Diversion, reassurance, clear limits, boundaries and choices.	Medium Level Displays higher tension, could be abusive, making personal and offensive remarks or swearing, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'No I wont...', 'Go away' etc. May try to run/escape.	Medium Level Continue to use level one strategies + state desired behaviours clearly, offer alternatives and options, offer clear but limited choices – A or B, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide towards safety using a 'big gesture'. Give him/her space. Remove audience.
3. Crisis	Possibly for physical intervention.	High Level Shouting and screaming, crying, spitting, biting, head banging, scratching pulling hair damaging property, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.	High Level Continue to use level 1 and 2 de=escalation responses + make the environment safer, Reduce your use of language, move furniture and remove weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use fresh face if needed. Ensure privacy. No unnecessary people present.

Stage description	Need for	Behaviours	Positive handling responses
4. Recovery	Co-ordinated letting go and reassurance.	Recovery behaviours May cry, go into a confined space, curl up into a ball. Can easily be confused with anxiety stage. People may sit quietly in a hunched position, the difference is they can revert to extreme violence without the build up associated with the normal escalation in stage 2.	Recovery positive handling responses Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.
5. Depression	Observation, support and monitoring.	After a serious incident people can become depressed, they may not want to interact.	Depression positive handling responses Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage.
6. Follow up	Listening and learning.	Follow up Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future.	• Listen to views of child • What can be learned from this? • Keep appropriate record of incident and responses • Share reports as appropriate – child's file • Appropriate professionals meet to discuss plan/risk assessment/care and control plan.