

Colmers Farm Primary School's

Behaviour Policy



[Rights Respecting Schools' Article/s](#)

A29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Colmers Farm Primary School

Behaviour Policy

At Colmers Farm Primary School we acknowledge children's behaviour is central to the learning process and is an intrinsic element of our education. As a school we recognise the importance of having clearly stated values and shared beliefs among all staff which underpin expected standards of behaviour and quality of relationships. This is promoted through our school rules and our school values. All classrooms have their own class charter which are used to reinforce the school ethos.

We believe that all behaviour is a form of communication. We also recognise the relationship between low levels of emotional literacy and challenging behaviour. We therefore strongly believe in building and promoting positive relationships, self-esteem, self-discipline and a responsibility to others. It is an expectation of all staff to positively interact with pupils, including daily 'meet and greet' on classroom doors at the start of the school day. Staff take an interest in pupil's activities outside of school and make time to engage in meaningful conversations with pupils.

The behavioural environment is key, and we are constantly working to improve the context in which our children learn. We seek to develop emotional intelligence as a key to helping our children become socially and educationally successful. Fundamental to our school's ethos is our commitment to understanding what pupils are communicating through their behaviours. We do this through supporting children to make the right choices and encouraging children to express their emotions appropriately, coaching children through times of difficulty when required. Without this crucial work, we believe that where challenging behaviour is a barrier to learning, outcomes for our children will be impacted negatively.

Links with other policies

The behaviour policy is linked with the following policies:

- Anti-Bullying policy;
- Safeguarding policy;
- E-Safety policy;
- Equality, Diversity and Inclusion policy;
- SEND policy.

What the law says

The Head Teacher must set out measures in the behaviour policy which establish the standard of behaviour expected of pupils. These standards aim to:

- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure that pupils complete assigned work.

The Head Teacher is responsible for determining the school standards of behaviour and any disciplinary penalties when standards are not met. The policy is made

available to view on the school website and parents are signposted to this when it is reviewed.

The Colmers Farm Rules

Our school rules are clear and simple and can be applied to all behaviour. The rules focus on three words:

- Ready
- Respectful
- Safe

Our aim is to promote positive attitudes, respect and ownership of behaviour.

Staff use the rules to highlight the behaviour they want to see around school. We ask children, “Are you ready, are you being respectful, are you being safe?” Expectations are reinforced through assemblies and the hidden curriculum, in the way staff interact around school and the way they talk to pupils. There is a high standard of behaviour expected of all pupils, at all times.

Blue cards are used as a system of recording challenging behaviour. In this system, a child receives 2 reminders and if the behaviour persists a record is made of the type of behaviour seen using a numerical code. A second episode of challenging behaviour results in another record and if the child continues to display the undesirable behaviour a third and final record is made. Children should be given the time and support to reflect upon rectify their behaviours before additional records are given. *Extreme behaviours can result in skipping stages.*

There is space on each blue card for the adult to comment on the undesired behaviour. It is the responsibility of the teachers to provide sanctions for children who receive 1 record on their blue card when the child will miss playtime or 10 minutes of lunchtime play. The Pastoral Team and SLT will support for persistent behaviour choices as per the Blue Card Flow Chart.

Good behaviour in school is rewarded by [purple](#) House Point tokens. Children are given a house when they start school and house points are awarded in class and around school for high standards of behaviour and attitude to learning. The house with the most points at the end of each half term receives an afternoon reward. In KS1 there are additional behaviour rewards in place including stickers.

Hot Chocolate Friday is used when children go consistently ‘above and beyond’ in their attitude and behaviour. Children can receive a Hot Chocolate Friday nomination from an adult which then goes into the Hot Chocolate Friday box. Each Friday names are pulled out at random to join the Hot Chocolate Friday group hosted by the Head Teacher or another member of the senior leadership team.

OPAL Play Leaders are encouraged to award stickers and have [gold](#) house point tokens to give out when they see children supporting the Colmers Farm rules. Gold tokens are awarded during unstructured times (playtime and lunch time). These are worth 2 points each.

If children demonstrate exceptional behaviour in class, reward postcards are completed and handed to the office who will post them to the child’s home address.

The Nest is also used as an early intervention for children needing support with their behaviour choices. Rather than acting as a reactive measure where children are sent to time out, the Nest is more effective when we 'get in front' of behaviour, supporting each child to make good choices in their day. The Nest team hold interventions for children individually and in groups, following the Thrive, TIAAS and emotion coaching ethos, and also supports parents with managing behaviour at home.

Being a TIAAS school means:

- We see behaviour as a communication,
- We recognise that a sense of safety is the foundation of all learning and exploration,
- Relationships are prioritised in all that we do,
- We are curious about the experiences of families and what that means for them now,
- All emotions are recognised, and we offer empathy to all,
- We regulate before using reasoning and make space for reparation.

Staff are encouraged to use scripts for dealing with behaviour incidents. These scripts are set out in the Paul Dix book, "When adults change, everything changes". The aim of the scripts is to reduce the time given over to discussions about behaviour and also to ensure responses are consistent across the school.

Where work is missed in class, as a result of challenging behaviour, work can be sent home by teachers with a covering letter, also known as an 'Imposition Letter'.

Guiding Principles

This policy acknowledges the school's legal duties under the Equality Act 2010, in particular with regard to safeguarding and in respect of pupils with SEN.

The following key aspects of school practice are taken into consideration in order to contribute to improving the quality of behaviour:

- a consistent approach to behaviour management and regular training of all staff;
- a strong focus on relationships and the importance of building relational trust;
- strong school leadership;
- classroom management;
- rewards and sanctions;
- use of reward report cards;
- behaviour strategies and the teaching of good behaviour;
- staff development and support;
- pupil support systems;
- liaison with parents and other agencies;
- managing pupil transitions;
- use of the TIAAS (Trauma informed attachment aware schools), Thrive and emotion coaching approaches;
- organisation and facilities.

Teachers' responsibilities

Teachers have a responsibility to uphold the standards as set out by the Head Teacher. Teachers will support behaviour throughout the school regardless of their allocated year group.

All paid staff are responsible for promoting the school standards and agreed code of conduct through modelling expected behaviours **and implementing the school's behaviour policy**. The code of conduct is supported by classroom charters and school rules.

Children need to be made aware that there are behaviour expectations both in and outside school and staff have a duty to uphold these expectations.

Monitoring and Reporting Behaviour

All staff are responsible for reporting incidents of challenging behaviour, including racist and homophobic incidents, bullying and use of bad language. E-safety concerns must also be reported. Behaviour must be recorded in a timely manner to ensure that the correct procedures are followed, and parents are notified if appropriate. Behaviour is recorded on the school's electronic reporting system (Arbor).

Parents are given regular reports of children's behaviour including at the end of the day (or earlier if required), on Parents' Evenings and via school reports. Parents are also informed via telephone in line with the Blue Card Flow Chart.

The Head Teacher will provide a termly report to Governors which will detail the number of blue cards issued, number of homophobic, racial, bullying and e-safety incidents and details of any internal exclusions, suspensions and permanent exclusions.

Child-on-Child Abuse

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it happens both inside and outside of school and online. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" leads to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

When a child reports an incident of child-on-child abuse they, as the victim, should be made to feel believed and their voice heard.

Child-on-child abuse includes, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (also known as teenage relationship abuse);

- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.

(Taken from KCSIE, 2025)

Training

Behaviour training will form part of the induction process for all new staff. Our staff will regularly be provided with training on managing behaviour through relational trust throughout the year as part of their ongoing professional development.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings where strategies relating to managing behaviour and creating relationships are discussed.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Consequences for challenging behaviour

Corporal punishment is illegal in all circumstances.

Where a child fails to follow the behaviour standards, teachers are responsible for implementing consistent and proportionate sanctions. These sanctions should be implemented under the following conditions:

- Decided by a paid member of school staff or a member of staff authorised by the Head Teacher;
- Made on school premises or while the child is under the charge of a member of staff;
- Ensure that the child continues to access their rights and is in accordance with the Equality Act 2010.

As a school, we consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy and will consider whether a multi-agency assessment is necessary.

When challenging behaviour is identified sanctions are implemented consistently and fairly. Disciplinary measures include:

- 2 verbal warnings leading to a blue card if behaviour is repeated;
- Phone call home to parents leading to a meeting in school where necessary;
- Staying in at play time or lunch time to complete missed work;
- A letter of apology written during play times;

- Loss of privileges e.g. football at lunch time;
- Time out in the Nest;
- Behaviour monitoring books/ charts/ IBPs (Individual behaviour plans);
- Imposition Letter sent home;
- Internal reflection time, fixed term suspensions or permanent exclusion.

Missing a lesson such as art, PE or forest school due to challenging behaviour choices is not permitted, *unless there is an identified safety risk*.

Where children complete a lunch time consequence and reflection activity, reasonable time will be given for the child to eat, drink and use the toilet.

While sanctions are used, we recognise behaviour management is best promoted by relational trust and positive behaviour reinforcement. We work carefully with a child experiencing difficulty, investing in their individual needs to find a solution using our Thrive and TIAAS approaches as well as emotion coaching. 5 key elements are involved in Emotion Coaching:

- Becoming aware of the child's emotions,
- Recognising the emotion as an opportunity for connection and teaching,
- Listening empathetically, validating the child's feelings,
- Helping the child find words to label the emotion,
- Setting limits and explore strategies to solve the problem at hand.

In a more extreme case, the school may use internal reflection time, fixed term suspension or permanent exclusion. This is only used once all other channels and strategies have been exhausted. A smooth transition back into class or school is essential to ensure children feel a sense of belonging and connectedness after such periods.

Teaching staff are permitted to confiscate, retain or dispose of a pupils' property as a consequence, as long as it is reasonable in the circumstances. Pupils should not be bringing into school items that can be a distraction to learning.

Senior Leaders in the school are permitted to search without consent, if staff believe a child is in possession of a prohibited item and the child is refusing to comply. Examples of prohibited items are:

- knives and weapons;
- stolen items;
- alcohol, tobacco, illegal drugs, vapes;
- fireworks;
- any article that has been or is likely to commit an offence. Cause personal injury or damage to property;
- pornographic images;
- any item banned by the school's rules such as mobile phones.

Where a person is searching without consent, two adults will be present. Parents will be informed. Police will be informed where the item confiscated causes an offence.

Colmers Farm Primary School operates a zero-tolerance policy towards knife crime. Any pupil found in possession of a knife/bladed article or weapon will face immediate and serious consequences, which may include permanent exclusion and referral to the police.

Malicious accusations

The school takes every opportunity to foster and maintain positive relationships between staff, pupils and parents. In the event of an accusation against a member of staff there will be a thorough investigation involving the police and social services where necessary. If a pupil is found to have made a malicious or false accusation against a member of staff, appropriate action will be taken which may result in a review of their place at school.

The Governing body is responsible for the pastoral care of staff accused of misconduct.

Use of reasonable force

Some staff at Colmers Farm Primary School have undertaken Team Teach training in order to have the option to employ positive handling strategies safely when needed. An essential part of Team Teach training is to use a range of positive behaviour and deescalation strategies to reduce the need for reasonable force. There are however, times when reasonable force will be needed.

Schools can use restrictive interventions, including reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

(Restrictive interventions, including use of reasonable force, in schools, 2026.)

This is very much a last resort and is only used once all other de-escalation techniques (including those forming part of Team Teach) have been exhausted or when there is an immediate risk to a person or property, or they are causing significant disorder.

A record of all positive handling is completed in the Incident Record Book by the staff member involved and kept by the Pastoral Manager (see Appendix A). Parents will be informed at the earliest appropriate opportunity.

Seclusion

Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent.

The Nest at Colmers Farm Primary School can be used in extreme cases where a disruptive child can be placed in an area away from other pupils for a limited period. Reasons for removing a child to the Nest include to prevent pupils committing an offence, injuring themselves or others, or damaging school property. The reason for removal will be clearly communicated to the pupil and parents at the earliest appropriate time.

If a child is using the Nest, two adults will be present and where it is safe to do so, one will be with the child in the room, employing de-escalation techniques to calm the situation. If the adult needs to come out of the room for their own safety, both adults will stand at the door monitoring the child so that re-entry can be agreed. The aim is always to remove the child from the Nest as soon as it is judged by the staff that the child is ready.

When a child accesses the Nest for this reason a record will be made (see Appendix B), and their parents will be informed.

Working outside of the classroom

When a child receives the second and third blue card record they must spend time completing work out of the classroom, as per the Blue Card flow Chart. This allows children to complete work in an environment with no distractions, where they cannot disrupt the learning of others. Children are supervised by a member of the Nest team (second record) or by a member of SLT (third record).

External Agencies

Where applicable, external agencies will be invited into school to observe individual pupil's behaviour to provide advice and strategies to support pupils. External agencies will only work with individual pupils once consent has been obtained by parents / carers. External agencies include but are not limited to; City of Birmingham School Behaviour Outreach Team; Educational Psychologist and Communication Autism Team. Their specialist knowledge enhances our school's provision.

Children on the SEND Register

The school's behaviour policy is consistently enforced by all adults in school. Colmers Farm acknowledges that there are children in school for whom the policy in isolation will not be sufficient and therefore require reasonable adjustments and a personalised provision. This is reflected through a child's One Page Profile document or IBP which is written in collaboration by class teacher, SENDCo, pastoral team, parents and pupil. Personalised provision can be put in place for any part of the school day. One Page Profile are regularly reviewed and targets amended to reflect the child's current needs.

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions.

As a school, we seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND.

We work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention.

The Governing Body's statement of behaviour principles

The Governing Body believes that behaviour is a product of the interaction between the individual, school, family, and community and therefore the relational trust that exists between the school and home is key to a harmonious community.

With this in mind the school will ensure that parents are informed at the earliest opportunity if the following actions need to take place:

- screening and searching pupils;
- reasonable force/physical contact/ positive handling is employed to ensure safety (Team Teach);
- discipline outside the school gate or when a child is not in the charge of a member of staff;
- working in partnership with other agencies to support behaviour.

Written By

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To be reviewed as required

Appendix A:

Recording the use of force (Statutory Guidance)

Schools should record the following details as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatments for injuries or other adverse impacts

Appendix B:

Recording and reporting the use of seclusion and non-force related restraint

Schools should record the following details as a minimum:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatments for injuries or other adverse impacts

See following proforma

Non-Force Related Restraint Log

Name of child:	Date:
Names of staff involved:	
Time non-force restraint started:	Duration (start-end):
Needs or circumstances of pupil e.g. SEND, disability etc:	
Location the non-force related restraint took place:	Description of what the non-force restraint looked like:
Description of why the intervention was necessary:	
Any injuries to pupil or staff:	
Details of any post-incident support utilised e.g. medical treatment or other adverse impacts?	
Signature of person completing form:	Headteacher Signature:
Printed Name:	Printed Name:
Date:	Date: