

Combe St Nicholas C of E VA Primary School

"That they may have life, life in all its fullness" John 10:10

Behaviour Policy

Reviewed and agreed by the Policy Review Committee: 2 February 2026

Approved by the Full Governing Body: 29 April 2026

Review date: April 2027

1. Introduction

As a Church of England school we guide and nurture our children, by promoting our six core Christian values of *Thankfulness, Forgiveness, Courage, Compassion, Hope and Service* to others. We ask our children to 'Let your Light Shine' during all their interactions with others in our school community and we discuss and reflect upon how we might use our Christian values to 'Let your Light Shine' in our collective worship as well as in our day to day lives in school. At Combe St Nicholas C of E Primary we value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards in all that they do, underpinned by our deeply Christian ethos. Their achievements, attitudes and well-being matter and we offer them the opportunity to discover their gifts and talents given to them by God and experience 'life in all its fullness' (*John 10:10*). This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our PSHE curriculum ensures that children are aware of these protected characteristics and how to value differences.

2. Aims

We seek to create a caring and learning environment in the school by:

- Inspiring pupils to reflect on and be guided by the example set by Jesus, in the way we treat one another, resolve conflict and show care, through class and whole school worship, and in our daily life together as a school community
- Following our RSHE programme which includes materials from 1Decision [1decision](#) and Goodness and Mercy [Goodness & Mercy: RSHE for CofE schools - Diocese of Bristol](#)
- Promoting good behaviour choices, rooted in our Christian values, through direct teaching, setting and recognising good examples, and encouraging positive reflection
- Promoting self-esteem, self-discipline, a sense of personal responsibility and respect for others, and positive relationships based on mutual respect
- Ensuring fairness of treatment for all, through restorative approaches and inclusive approaches that focus on repairing relationships
- Ensuring all staff respond consistently, so every child experiences the same high expectations and support

- Promoting early intervention
- Nurturing a calm, safe and respectful environment where every child can thrive
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.
- Understanding that all behaviour is communication, and committing to listening, understanding and responding with compassion.
- Always distinguishing between the behaviour and the child — every child is valued and loved unconditionally.
- Affirming, in the spirit of our Christian values, that forgiveness, restoration and a fresh start are always possible.

3. Roles and responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure that this policy and its procedures are applied consistently and fairly, with no discrimination on the basis of protected characteristics, including age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. They will also ensure that pupils' concerns are listened to and addressed appropriately.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. Parents ensure that children agree to safe and responsible use of ICT. See ICT and Acceptable Use Policies. Parents are encouraged to work in partnership with the school in maintaining high standards of behaviour. and will have the opportunity to raise with the school any issues arising from the operation of the policy.

We expect children to take responsibility for their behaviour and to understand our school rules and expectations.

Children should tell an adult if they see or experience unkind behaviour, bullying, fighting, or anything that makes them feel unsafe or worried, including unkind words about someone's race or who they are.

All adults in school will listen and take these concerns seriously.

4. Reward System

We have a **consistent and fair** reward system across our school which every child takes part in. We reward excellent learning behaviours in all lessons, as well as behaviour we see in and around school which is a good role model for others, by demonstrating our Christian Values and our school motto of 'Let your Light Shine'.

Our agreed Reward System is:

Verbal praise to children/ parents

Showing work to another adult

House Point Star for their star pot, which is collected on their Class Dojo figure

Celebrating milestones in their star collection:

Bronze badge – 75 stars

Silver badge – 150 stars

Gold badge – 250 stars

Diamond badge – 400 stars



Weekly assembly certificates celebrating our school Christian values and learning behaviours.

Non-uniform day and extra break, for the House with the most house star points each half term.

Through the class 'We Are Walking With Him' displays, which are in every classroom, and the class Praise Boxes, we also praise, recognise and reward good behaviour. We believe that the most effective way of encouraging desired behaviour, is to focus on positives and to seek to provide good role models for the children to emulate.

5. Sanctions

All our children deserve to come to school to learn in a safe, calm environment with minimal disruption. All staff deserve to be able to do their job without being hurt or being prevented from doing so due to serious disruption. Children with SEND will be supported in their behaviour and learning needs, to enable them to follow the same rules as every other child. We believe that all of us need to follow three simple rules to keep everyone in our school community safe and happy:

BE SAFE, BE READY, BE RESPECTFUL

Our sanctions link to those three rules:

Level	Behaviour Type	Sanctions (depending on the level 1 behaviour)
Level 1	BE SAFE Things like: ▪ Unsafe movement around school ▪ Minor pushing and shoving BE READY Things like: ▪ Not being on task ▪ Not following instructions	A look or a sign A reminder of the rule, linked to being safe, ready or respectful A verbal warning – a child will be warned that they need to change your behaviour straight away. If behaviour continues, the sanction will be linked to age of child and relevance of incident but will include things like:

	▪ Deliberate incomplete tasks BE RESPECTFUL Things like: ▪ Careless damage to school items ▪ Continually disrupting another child ▪ Distraction, interruption in class ▪ Lying/getting others into trouble (this could be a level 2 behaviour depending on age of child and the actual lie) ▪ Unkind words ▪ Deliberately taking or harming someone's property (minor harm) ▪ Deliberately aggravating others	• moved in class to finish work • moved to another class to finish work • missing part of break/lunch to finish work/write apology/ think about alternative behaviours with an adult If there are repeated instances of this sort of behaviour then a parent will be called in to discuss this with the teacher/SENCO/Headteacher
Level 2	BE SAFE Things like: ▪ Isolated acts of physical aggression eg kicking, hitting, pinching, shoving ▪ Threatening behaviour ▪ Inappropriate physical behaviour in and around school especially at lunchtime BE READY Things like: ▪ Refusal to work in class ▪ Being disruptive in a way that means the teacher cannot start or continue the lesson until the disruption stops BE RESPECTFUL Things like: ▪ Deliberate destruction of others' work ▪ Minor vandalism to school buildings ▪ Stealing/intent to steal ▪ Personal verbal abuse towards another child ▪ Bullying (see separate policy) ▪ Major disruption including at lunch or breaktime ▪ Swearing	A pink slip will be sent to the Headteacher immediately and they will meet the child to discuss the behaviour as soon as possible during that school day. A phone call will be made to parent/carer or a conversation will happen at the end of the day either from the Headteacher or the class teacher. <i>This replaces the yellow card system.</i> There will be a sanction linked to behaviour: Letter of apology Work done in break/lunchtime Missing something considered a reward Withdrawn from playground breaks to have separate breaktime activities All these incidents to be recorded on CPOMs under the title PINK SLIP. If 3 incidents of Level 2 behaviour, a further meeting with parents will likely be held to put other behaviour support/sanctions in place. After this support is put in place, if there are more incidents of Level 2 behaviour in the same term, an exclusion will then be considered (depending on age of child).

Level 3	Be safe, Be ready, Be respectful Things like: ▪ Dangerous classroom disruption ▪ Violence towards staff ▪ Serious vandalism of school building/property ▪ Violent hitting, kicking, fighting ▪ Serious verbal abuse/threatening behaviour towards staff/parents/other children ▪ Malicious accusations against staff ▪ Leaving school premises without consent ▪ Racial abuse ▪ Abuse directed to anyone that can be linked to a protected characteristic	Immediate call to parents/carer to come into school and meet with the Headteacher or class teacher and collect their child. Fixed term exclusion of 1-5 days depending on seriousness of incident and the time needed to put further support into place In case of racial or protected characteristic prejudice, an incident report form is required to be sent to Somerset Council and incidents reported termly. If three fixed term exclusions have taken place with no evidence of a change in behaviour, specialist county level behaviour support will be sought possibly resulting in: Permanent exclusion Alternative Provision
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Children are taught these expectations at the beginning of each school year and there are reminders through assemblies and PSHE lessons (Personal, Social and Health Education) or as required.

Children will always be supported to learn from any incidents they have been involved in by using relational practice. Restorative Practice scripts and approaches have been adopted as have Emotion Coaching approaches. These are discussed regularly with children and staff.

Children who need support in managing their behaviour are identified and listened to with empathy. We encourage children to support each other in managing their behaviour in the same way that they would help a friend who was finding an academic subject challenging.

In all instances, where poor behaviour choices have been made, pupils will be given the opportunity to say what has happened, to reflect on how this may have affected others and offer a possible solution.

A similar process is used to support pupils who have been the victim of poor behaviour. These children will be supported with a listening conversation with a member of staff and will have the chance to talk through their feelings about the incident.

6. CPOMS

All behaviour incidents that are Level 2 incidents and above are recorded on our CPOMS system as soon as possible after the incident. It is recorded with the words PINK SLIP at the start of the incident. If a child gets three pink slips within the same term, their parent/carer will be invited into school to meet with the Headteacher/SENCO to discuss the behaviour and agree strategies to support a child with their behaviour going forward.

7. ELSA and 'Talk to me' Box

The school has a trained Emotional Literacy Support Assistant (ELSA). Staff are encouraged to refer pupils to the ELSA to help them to develop positive strategies to identify and address issues involving feelings of anger, problems with relationships and to talk through personal problems that they may wish to discuss and work through privately. There is also a 'I would like to talk to you' box in the entrance hall where children can put their name in and the Headteacher or another member of SLT will take the child for a chat about things that might be bothering them. This allows us to have time with more children than the ELSA is able to fit into their timetable.

8. Interrelationship with other School Policies

This policy also links with Anti-Bullying, Equality, RSHE and Special Educational Needs, Exclusion and EYFS policies.

9. Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

10. Review

This policy will be reviewed on a regular basis by the Headteacher, staff, Governors, pupils and parents/carers.