Coldfall Primary School Behaviour and Relationship Policy Summary

September 2026
We connect before we correct

Going for Gold

'Positive behaviour must be caught as well as taught; adults need to BE what they want to SEE in children.'
Tracey Campbell

School Vision - Children at Coldfall

Our aims and ambitions for our children at Coldfall are timeless. They are rooted in idealism and morality. We aim to empower children so that they can thrive and flourish now, and in their futures.

We will teach our children to:
Be upstanders and activists
Be environmentally aware and responsible
Respect, celebrate, include and learn from a diverse range of people, cultures and backgrounds
Embody the school's values for living

RULES

Coldfall Golden Rules (Appendix 3)

1. Follow instructions
2. Keep hands, feet and objects to yourself.
3. Use kind words
4. Respect property
5. Walk quietly on the left
6. Work hard and try your best
7. Be kind online

ROUTINES

Each Year Team Leader is responsible for establishing clear routines for their year group. These routines (e.g. hanging up coats and sitting on the carpet or reading quietly after lunch) will identify specific actions that help all members of the Coldfall Community follow the Golden Rules.

SANCTIONS (When you choose wrong)

Sanctions:
Please see Sanction flowchart. Logical consequences should be used in the first instance (e.g. throwing equipment across the classroom – remove equipment, being disruptive in book corner – not able to use book corner, throwing food in dining hall – spend time cleaning tables). Time In can also be used. Time In is when a child will spend some time with SLT at 12pm and help with some jobs around the school e.g. cleaning dinner tables, returning lost property. SLT will take this opportunity to discuss the behaviours and some positive next

steps. Teachers should ask YTLs and SLT for support when pupils are consistently not following the Golden Rules.

Sanctions

Stage 1: Minor incidents

Children are given a warning based on the Golden Rules. Feedback is brief e.g. "follow instructions. Thank you."

Stage 2: Persistent minor incidents

If feedback is needed again, the child will spend some Time in at 12pm lunchtime with SLT (5, 10, 15 mins). This time is used to help with lost property or help in dining hall. Logical consequences can also be given (e.g. finishing work at breaktime, helping tidy an area of classroom, mending something that has been broken).

Stage 3: Persistent low level OR disruptive behaviour

Logical consequences OR
Child spends time in YTL class and completes work there. Time in can also be given. If Time in is given more than twice in a week then this would require parents to be informed.
LOGGED ON MY CONCERN AND PARENTS INFORMED

Stage 4: If poor behaviour persists

Referred to DHT or HT and child will spend time with SLT
Support put in place where needed
LOGGED ON MY CONCERN. MEETING WITH DHT AND PARENTS

Stage 5: If no change OR behaviour has impacted another pupil or is dangerous

Fixed internal exclusion is considered
LOGGED ON MY CONCERN
MEETING WITH PARENTS, CT AND DHT

Stage 6: Exceptional

Violence against staff, severe bullying, behaviour that endangers others, uncontrollable behaviour
Immediately sent to DHT/HT and suspension set for fixed time
LOGGED ON MY CONCERN. MEETING WITH PARENTS AND HEADTEACHER
NB At Coldfall, we do not put children's names on the board for poor behaviour

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REWARDS (When you choose right)

It is our aim that praise is the most consistent, positive reinforcement strategy used in our school. Teachers should find opportunities daily for acknowledging children's good behaviour.

- *The Golden Book or Star of the Week*
- *Postcards home from Head Teacher*
- *Teacher positive phone-call or note home*
- *End of term class treat for collaborative adherence to the class contract e.g. extra PE/games*
- *Class Dojo points (to be used towards collective additional OPAL play)*

Racist Incidents or discrimination against any protected characteristic * see App. 5

Intent does not supercede impact (Mpula Lawton, ARISE)

1. Inclusion and Racial Equity Group (REG) Lead is informed (Emily Gazzard).
2. REG lead will interview pupils. It will be explained to the 'wrongdoer' that their behaviour has been

seen as racist.

3. Pupils will be reminded of their Coldfall 'Give me 5' adults they can talk to. Children will be offered support by a member of staff who the child relates to if desired.
4. REG lead will contact parents of both parties.
5. REG lead will arrange for restorative meeting with both parties where appropriate.
6. Incident will be recorded on My Concern and shared with DSL.
7. REG lead will offer meeting/phonecall for parents of either party with one of our REG staff members (Daisy Johns, Rhianna Roberts, Yasmin Kadir, Micah Hylton) or REG Governor (Helen Da Silva).
8. The incident will be discussed in general terms with the class with a member of the REG team. The aim of this discussion will be to educate the pupils around the impact of racism. It will not be done as a way of shaming or punishing the pupil involved. Behaviour will be closely monitored

<u>Bullying</u>

What happened to you? (Bruce D. Perry, Oprah Winfrey)

1. All bullying allegations will be logged on My Concern and shared with the Behaviour Lead.
2. Behaviour Lead will contact parents of victim to explain that the allegation will be explored.
3. All children involved will meet with the Behaviour Lead to ensure that that everyone's voice is heard.
4. If bullying is identified, then a plan will be put in place to support both the victim and the perpetrator. Support for the victim could be: time to talk with Give me 5 adults, time with school Learning Mentor, restorative activities with the 'bully' e.g. helping in a younger class.

Support for the perpetrator could be: time to talk with Give Me 5 adults, time with school Learning Mentor, restorative activities with the 'bully' e.g. helping in a younger class, working as a mentor with PE teacher for younger classes, helping in homework club, referral to external agencies if appropriate (e.g. Early Help, MASH,CAMHS, Haringey Learning Partnership). A Behaviour Support Plan may be put in place.

5. Pupils will be reminded of their Coldfall 'Give Me 5' adults they can talk to.
6. Behaviour Lead will update parents of both sides.
7. Behaviour Lead and class teacher will monitor behaviour closely.

<u>Sexual harassment and sexual violence</u>

"These are never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not reporting it." (KCSIE, 2022)

At Coldfall Primary, sexual harassment and sexual violence are not tolerated. Sexual violence and sexual harassment can occur between two or more children of any age and sex. All allegations of sexual harassment or sexual violence must be reported immediately to the DSL and logged on My Concern. DSL will contact parents of both parties and, where appropriate, a referral to Children's Services will be made in the first instance.

** Protected characteristics: age, gender reassignment, being married or in civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex*