



Hardwick and Cambourne Community Primary School
Positive Behaviour Policy
May 2014

1. RATIONALE

- 1.1** We believe that the children at Hardwick School have the right to an education which offers them the best opportunity to reach their full potential. A fundamental aspect of this is to encourage children to develop high standards of behaviour and establish in them a sense of self-respect, reliability, responsibility and independence. This will be achieved through positively encouraging children to do their best, praising their efforts and being interested in them as individuals.

2. AIMS

Our school values state that "We seek to provide a safe, secure and stimulating environment in which all children will feel happy, cared for and confident."

"We actively promote... attitudes of honesty, commitment, self-discipline and responsibility"

Because of these values we aim to:

- provide a happy and secure atmosphere where discipline is firm but fair, and all children (regardless of gender, ethnicity, religious beliefs, age, disability or educational need) are offered equality of opportunity;
- encourage the children to respect the feelings, needs, interests and opinions of other people and to develop a positive attitude towards everyone involved in the life of the school;
- involve all members of the school community in taking an active part in implementing this policy;
- develop the children's understanding of their rights and responsibilities regarding their behavior;
- create a school where all staff and children will behave towards each other with mutual respect, consideration and tolerance;
- foster a sense of commitment to the school and pride in its achievements;
- involve parents in promoting positive behaviour.

We would seek to involve parents at an early stage if a child is persistently behaving in an unacceptable way or if a particularly serious offence has been committed. We will follow a clear procedure, outlined in Appendix 1 below.

3 REWARDS AND SANCTIONS

3.1 Rewards may include:

Positive praise
Stamps and stickers
Special responsibilities
Golden Morning
Additional curricular activities
Whole class rewards



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Certificates
 Special cups

3.2 Sanctions may include:

- Effective reprimands and reminders of good behaviour
- Loss of privileges and rewards
- Loss of Golden Morning time
- Separating pupils from their class
- "Time out" from their class in isolation (internal exclusion)
- Lunchtime exclusion
- A fixed-term exclusion

The school may ask parents to pay for damage to school property or equipment where this is the direct result of their child's misbehaviour. The school may also ask parents to assist in providing both rewards and sanctions if appropriate.

4 ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR

4.1 We believe that the children at Hardwick School have the right to an education which offers them the best opportunity to reach their full potential. This means we all must be:

kind and considerate;	respecting everyone else as an individual
courteous;	being polite and helpful at all times to all adults and children in the school.
co-operative;	being willing to work together
friendly;	being on good terms with each other
hardworking;	doing our best
honest;	being truthful and respecting the property of others
trusting;	accepting that others want to help
responsible and sensible;	taking responsibility for our actions
quiet;	at appropriate times at the request of an adult.

4.2 Whilst we believe it is very important to highlight the positive, we believe we must also spell out very clearly what is totally unacceptable.

WE WILL NOT ACCEPT

- Physical violence to another person
- Threatening behaviour including verbal bullying
- Deliberate disobedience and lack of respect
- Deliberate disruptive behaviour
- Theft
- Racist behaviour
- Bullying of any kind (including cyber-bullying)
- Deliberate damage to school or personal property
- Inappropriate language

4.3 It is initially the responsibility of any adult in charge of pupils to manage their behaviour positively. Where this is not their class teacher (eg, teaching assistant, supply teacher, midday supervisor) clear communication about any incidents need to



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be passed to the teacher to keep them informed and follow up any sanctions or rewards as appropriate. Records are kept in every classroom so that persistent incidents of ongoing unacceptable behaviour can be recorded and monitored.

- 4.4 A senior member of staff may be asked to deal with an incident if it is a recurrent issue.
- 4.5 To support some children in managing their behaviour an individual behaviour plan may be drawn up with clear targets and success criteria. Social skills and anger-management groups may also be used in response to particular pupil needs.
- 4.6 For behaviour that becomes consistently inappropriate the school will seek and follow the advice of the county specialist teachers for SEBD. This advice will be reflected in individual behaviour plans and the strategies employed will be shared amongst all staff in contact with the child in question.
- 4.7 The school also has an anti-bullying policy, and a race equality policy.

5. OUR SCHOOL RULES

5.1 These rules were drawn up in full consultation with the pupils of the school.

Listen to others and co-operate

Be kind with your words and actions

Work hard and try your best

Be honest

Call people by their given name

Be polite to everyone

Walk calmly and quietly around the school

Respect school property and the environment

5.2 For the youngest children in the school we have developed these even simpler statements for them to learn and understand.

KS1 Golden Rules

Listen

Be kind and helpful

Work hard

Be honest



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Be gentle

Look after property

- 5.3 Each class has a set of classroom rights and classroom responsibilities for both adults and pupils displayed in each classroom. These form the basis of discussions regarding behaviour in each classroom.

6. MONITORING AND EVALUATION

- 6.1 Yearly questionnaires to staff, parents and children gain their views on pupil behaviour and expectations, and these findings enable us to review existing practice and adopt or alter various strategies, such as our use of sanctions and rewards.
- 6.2 The effectiveness of our rewards and sanctions are regularly reviewed in staff meetings, and our consistency in applying this policy is also a focus of lesson observations.
- 6.3 It is the responsibility of the governing body to agree and then monitor the school positive behaviour policy. Our governing body may, at any time, request from the Headteacher a report on the behaviour of pupils in the school.

9. UPDATE AND REVISION

- 9.1 This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Development Plan. This policy will be reviewed and revised every two years and with consideration to our anti-bullying policy.



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Appendix One

The procedure for dealing with serious incidents of unacceptable behaviour.

1. All incidents will be investigated in a thorough and fair way. The child involved will be spoken to in a clear calm way about his/her actions. The class teacher will meet parents and a range of strategies will be explored and put into place to help modify unacceptable behaviour.
2. If unacceptable behaviour continues, and a serious incident occurs, this will be reported to a senior member of staff who will then record it in an "Incident Book", which will be kept confidentially in the Headteacher's office. The book will indicate the nature of the incident, the name of the adult making the entry and the child will be invited to sign. A letter will be sent home to parents informing them that their child's name has been entered into the Incident Book. A copy of this letter will be kept in the child's file, and parents will be invited to come into school to discuss the matter with one of the Headteachers.
3. If unacceptable behaviour still continues and a child is booked for a second time in any one term, a second letter will be sent home informing the parents that the child is to be temporarily excluded from the school for a period of 1 –3 days. This exclusion may well be internal rather than external, if the school feels that this will be more beneficial to the pupil. Further incidents of will lead to further exclusions that are longer, leading ultimately to starting procedures for permanent exclusion.

When dealing with unacceptable behaviour, the response will depend on the severity of the incident. It may be necessary for the Headteacher to temporarily exclude a child even if no previous incidents have been recorded.

In all cases of exclusion the latest guidelines from the LA will be strictly adhered to.