



Hardwick and Cambourne Community Primary School

Positive Behaviour Policy

Date Rewritten: September 2018

Reviewed by: Governing Body

Next Planned Review: September 2020



SAFEGUARDING STATEMENT

At Hardwick and Cambourne Community Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Hardwick and Cambourne Community Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1. RATIONALE

1.1 We believe that the children at Hardwick and Cambourne Community Primary 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

2.1 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”

2.2 Because of these values we aim to:

- create a school where all staff and children will behave towards each other with mutual respect, consideration and tolerance;
- 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;
- provide a happy and secure environment 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;
- develop the children’s understanding of their rights and responsibilities regarding their behaviour;
- foster a sense of commitment to the school and pride in its achievements;
- involve all members of the school community in taking an active part in implementing this policy
- involve parents in promoting positive behaviour – see positive parental behaviour policy.

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

3. OUR VALUES

3.1 We believe that the children at Hardwick and Cambourne School have the right to an education which offers them the best opportunity to reach their full potential.

3.2 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.

3.3 In line with these values, there are a range of behaviours that we will not accept. These may be displayed in a variety of ways including in person and digitally.

WE WILL NOT ACCEPT

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

3.4 It is initially the responsibility of any adult in charge of pupils to manage their behaviour positively. Where this is not their class teacher (e.g. teaching assistant, supply teacher, midday supervisor) clear communications about any incidents needs to be passed to the teacher to keep them informed and follow up on 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.

3.5 A member of SMT may be asked to deal with an incident if it is a recurrent issue.

3.6 To support some children in managing their behaviour, an individual assess, plan, do, review may be drawn up with clear targets and success criteria. Social skills, anger management groups and the pastoral support co-ordinator may also be used in response to particular pupil needs. It is recognised that our children have many influences on their lives and their behaviour and these external influences must be taken into account and related to our expectations of them

3.7 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 assess, plan, do, review and the strategies employed will be shared amongst all staff in contact with the child in question.

The school also has an anti-bullying policy, and an equality policy.

4. SCHOOL RULES

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

Work hard, do your best

Be kind and gentle with your words and actions

Walk sensibly and quietly

Be polite and helpful to everyone

Look after each other, our school and the environment

Respect others and co-operate

Take responsibility for your own choices

4.2 The children are expected to follow our school rules and any behaviour which directly contravenes our code will be addressed by any member of staff in school. Our school rules are given a high status across our school and are on display in all classrooms, central areas, playground, and in our entrance and hall.

4.3 In addition, each classroom has a set of classroom rights and responsibilities for both adults and pupils displayed in each classroom as a class charter. These form the basis of discussions regarding behaviour in each classroom.

5. REWARDS, SANCTIONS AND SUPPORT

5.1 SUPPORT

5.1.1 Within school support measures are in place to support children with emotional and behavioural difficulties and all children in this category will have assess, plan, do, review plans which identify the support they are given in school.

5.1.2 Support is provided in many ways:

Support at break time

1:1 support in class

Small group support in and out of the classroom

Our Pastoral Support Co-ordinator

5.1.3 Support is provided by specific support workers for named children with specific behavioural difficulties:

Withdrawal from the playground and support within school

1:1 support in class

Small group support in and out of the classroom

Circle of friends

5.2 IMPLEMENTING SANCTIONS

5.2.1 While there is an expectation that for the vast majority of the time children should achieve the highest standards of behaviour, occasionally children will not achieve the standards that are expected of them. At this point a sanction will be imposed. The imposition of a sanction **should not be based** on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule. There is not an exhaustive list of sanctions that are available for use, however common sanctions might include the removal of playtime or golden morning time. Some sanctions imposed will reflect the initial behaviour seen e.g. having to “pay back time”, some may need designated time out; others may require the teacher to refer it to a member of SMT (assistant/deputy/ head) as it is impacting on others who have the right to work uninterrupted. The purpose of sanctions will give the children time to reflect on their behaviour and think about reparation. As the behaviour escalates other sanctions could be imposed – particularly when poor behaviour is physical in nature. Any sanction that is imposed, in line with policy and practise, is to be administered or supervised by the adult who imposed the sanction. This therefore provides a direct link for the child between their actions and the consequences of it.

5.2.2 In all disciplinary actions, it is essential that the child knows that it is the behaviour that is not acceptable, not the child as a person.

5.3 REWARDS

5.3.1 At Hardwick and Cambourne Community Primary School the staff actively promote high standards of behaviour and inclusivity through the fostering and developing of quality relationships with the children. However, we also understand that rewarding children for their successes is vital in the process of promoting good behaviour. We promote good behaviour in a number of ways which may include: certificates, stamps, stickers and whole class rewards

5.4 LUNCHTIMES

5.4.1 All midday supervisors will treat each child fairly and enforce the school rules consistently and treat all children with respect and understanding. Rewarding children for their successes following the school rules is paramount at lunchtime and this shall be in the form of stickers.

5.4.2 Misbehaviour at lunchtime which is not in line with our agreed school rules, such as verbal abuse to midday supervisors, bullying, fighting, insolence, damaging school property, continuous defiance is not acceptable. Midday supervisors are asked to follow these steps when dealing with these issues:

Sanction:

1. Chill out – Verbal warning issued by Midday Supervisor
2. Time out – Standing in agreed time out zone
3. Step out – Sent in to class teacher

4. If the inappropriate behaviour choice continues, members of SMT will decide on the next course of action.

6. DE-ESCALATION AND POSITIVE HANDLING

6.1 In all cases of serious misbehaviour staff will use communication skills in speaking directly to the individuals involved in an attempt to de-escalate the situation. If this fails and there is evidence that there is an imminent risk of injury to themselves or others, damage to property or behaviour compromising good order and discipline then staff may resort to positive handling to ensure the safety of all.

6.2 All members of staff are aware of the regulations regarding the use of force by teachers, as set out by the DfE and the school provides staff with opportunities to access the appropriate training. Unless it is a situation of imminent danger, trained staff only, will intervene physically to restrain children in certain situations.

7. MONITORING AND EVALUATION

7.1 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.

7.2 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.

7.3 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.

8. UPDATE AND REVISION

8.1 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.

Appendix One

This is 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 the Headteacher.
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.

