



Cam Hopton Church of England Primary School (Voluntary Aided)

Celebrating the achievement of all by living and learning together
'Jesus offers life in all its fullness'

BEHAVIOUR PRINCIPLES STATEMENT AND POLICY

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This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

**CAM HOPTON CHURCH OF ENGLAND PRIMARY
SCHOOL
[Voluntary Aided]**

BEHAVIOUR PRINCIPLES STATEMENT AND POLICY

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Behaviour Principles Statement

1.0 Introduction

At Cam Hopton Church of England Primary School we acknowledge the importance of implementing positive behaviour management to ensure that all pupils are able to learn and play in a calm, safe and inclusive environment.

Cam Hopton Church of England Primary School has a Christian foundation which informs every aspect of its academic and community life. We aim to serve the community by providing high quality education and promoting Christian values, which are rooted in the teachings of Jesus Christ. These values are fundamental to the principles of behaviour expected of all pupils and staff at Cam Hopton Church of England Primary School.

The Behaviour Principles Statement and Policy contains the details of the implementation of the following Behaviour Principles.

2.0 Behaviour Principles

At Cam Hopton Church of England Primary School we aim:

- To create a happy, secure and inclusive learning environment where all children are valued and given the opportunity to realise their full potential.
- To promote the importance of courtesy, good manners and consideration of others.
- To give opportunities for all our children to develop self-discipline, responsibility, self-confidence and respect.
- To work in partnership with parents and carers.
- To help our pupils to develop relationships based upon respect, integrity and trust between all members of our school community, including parents, teaching staff and governors.
- To ensure that there is clarity about the procedures and sanctions agreed by all stakeholders on the rare occasions when inappropriate behaviour occurs.

Management of behaviour is co-ordinated by the Leadership Team but all staff are responsible for the consistent implementation of the behaviour policy.

Behaviour Policy

1.0 Objectives

- To use a clear, consistent and positive approach to managing all behaviour.
- To provide an example through daily interaction of the importance of good manners and encourage the children to demonstrate these.
- To have high expectations of all pupils and to make them explicit through routines, shared rules, sanctions and rewards.
- To create a stimulating, well-organised and inclusive classroom where all are happy and proud of the working environment.
- To encourage children to be involved in agreeing class rules.
- To frame rules as 'do's' rather than 'don'ts' as a means of positive encouragement.
- To teach children to respect their own and other people's property.
- To emphasise the importance of responsible physical and psychological behaviour, which does not harm themselves or others or damage property.
- To provide opportunities to share experiences, feelings, opinions and ideas through 'circle time' and other PSHE and citizenship activities.
- To provide opportunities for all children to talk through problems in an open, non-threatening manner, to listen to all points of view in a dispute and to help the children find ways to resolve their difficulties.

2.0 School Rules

The school rules are:

- Always work hard and try your best
- Treat others as you would want to be treated
- Be friendly, helpful and polite
- Be kind and considerate to each other
- Do not hurt anyone on the outside or the inside
- Always act sensibly and safely

In addition to whole school rules, each class negotiates an agreement/charter about behaviour each year.

3.0 Rewards and Consequences

General rewards for good behaviour:

- ✓ Praise – smiles, stickers and kind words.
- ✓ Team points – for great work, excellent behaviour and showing our values in action.

Each week the Team Points will be counted and the house with the most points will have an extra playtime. Team Points are negotiated each year to provide a challenge for the children to work towards. Once the whole school has reached the Team Points goal, children choose a treat for their class.

Very special work will be rewarded by:

- Gold stickers
- Head Teacher's Award certificate.
- Sports Superhero certificate
- Successful Learner certificate

Consequences for unacceptable behaviour will be:

- One verbal warning followed by a second if necessary.
- A yellow card and possibly time in another part of the class or a different class to reflect/calm down.
- A red card with the loss of some or all of playtime.
- If two red cards are given in the same week, the Head Teacher will make a phone call home to discuss behaviour with parents/carers.
- A yellow or red card may be given straight away depending on the seriousness of the behaviour.

4.0 Additional Behaviour Management Strategies

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Early Help Team may be necessary.

Training has been undertaken by some staff on the use of reasonable force to restrain pupils where necessary. Please refer to the Restraint Policy if required.

In the last resort, a fixed term or permanent exclusion will be used as the ultimate sanctions after a range of other measures have been tried to improve a pupil's behaviour. DFE guidance states that decision (by the Head Teacher) to exclude a pupil permanently should be taken only:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

5.0 Special Education Needs (SEND)

Any concerns on a social/emotional level should be discussed with the SEND co-ordinator, who will respond appropriately in consultation with staff and parents. Individual *My Plans* will include behaviour targets where appropriate.

6.0 Monitoring and Evaluation

The class teacher's Warning Behaviour Records provide evidence for monitoring, together with the record of yellow and red cards given, held by the class teacher and Head teacher.

Within the guidelines for implementation of the policy there are clear points at which parents and the leadership team will be involved.

In addition the following will support an evaluation programme:

- The red card records will be discussed at the weekly SMT meeting.
- Curriculum Development Meetings annually will focus on behaviour and staff will be regularly consulted on trends.
- Head Teacher will report to governors, giving an update on management of behaviour and current trends.

7.0 Staff Development

Through the performance management process training needs can be identified and requested by staff. Training needs are co-ordinated by the Head Teacher.

Training may be undertaken through whole school in-service or by support from outside agencies, for example the Primary Behaviour Support Team.

8.0 Equal Opportunities

We have high expectations for all pupils regardless of race, creed, aptitude or gender.