

# Cambo First School

## Behaviour Policy

Reviewed Spring 2016

### Introduction

Our aim is to provide a happy, purposeful, environment, in which every child can feel secure and so flourish, reaching his/her full potential and to value parents and carers as 'partners' in the learning process

At Cambo we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self esteem and work with parents to ensure children grow up with a positive sense of self worth, aware of their rights and responsibilities in a community. We make every effort to ensure that adjustments are made to the policy and its application when and where necessary.

### General Principles

1. Everyone working in or visiting the school premises is expected to behave in a respectful manner towards others and take care of the contents and fabric of the building.
2. Both adults and children have the right to be addressed by their given name at all times.
3. Both adults and children have the right to be treated with respect at all times. There is an expectation of co-operation, fairness and honesty which clearly demonstrates respect and provides a sound basis for the growth of self esteem.
4. Misbehaviour is taken as a sign of emotional, social, medical or academic difficulties and every effort is made to listen, talk through and resolve problems.
5. Through establishing a clear set of guidelines children know how to behave well, are supported in achieving this successfully, and develop a positive self image. They develop strong attitudes that equip them to become kind, responsible, hardworking citizens.

### Method

At the beginning of each academic year children create their own school rules with support from teaching staff:~The importance and relevance of these rules in various situations is discussed and children understand that these rules form the expected code of conduct in school and are principles that will help them achieve success wherever they are. All of the children sign the rules to say that they will abide by them.

The Home-School agreement is read and signed by pupil, parents and teacher when a pupil starts school.

All positive behaviour is encouraged and rewarded. For outstanding examples of achievement in academic or social areas "stickers and marbles" Success is celebrated in class and assemblies. This public recognition of success is important for all children to experience.

Liaison between parents and teachers is valued and parents are welcomed into school in order to build good home/school relationships. Parents are kept closely informed about their child's progress and are expected to fully support the school's behaviour policy. A collaborative approach to a child's behaviour /difficulties is always sought.

Adults are expected to set a good example to children by showing courtesy towards each other and towards children.

Children are expected to wear school uniform, encouraging a sense of unity and pride in belonging to the school community.

Children who are deemed to be 'vulnerable' will be assigned a 'key person' in school who knows them well. This key person will have good links with the home and will act as a reference point for staff when they are unsure about how to apply the disciplinary framework.

## Management of Behaviour

Inside school a consistent approach is adopted e.g.

Ignore the child misbehaving and give praise and attention to another child who is behaving well. At the first opportunity divert the misbehaving child's attention from what he/she is doing and give him/her something to do that they can easily achieve and be praised for. (e.g. Give them a job to do.)

If negative behaviour reoccurs take child aside to privately reprimand, reminding him/her which school rule has been broken and the consequences of that. Separating the negative behaviour from the child, showing him/her how to put things right and re-establishing good relationships will provide a supported opportunity for self-correction. Three warnings will be given

"Time out" to be taken in another room for cooling down and reflection with adult support.

Entry into the school behaviour book'. If the warnings go unheeded then the child will be taken to the head teacher, where in partnership the child will talk with the head teacher to try and resolve the behaviour issue. The behaviour issue will be written into the behaviour book. The child will be instrumental in dictating what the poor behaviour was. Devising a plan of action for moving forward and sanctions associated. If the child's name goes into the behaviour book 3 times in half a term then the child's parents will be asked into school for a meeting to discuss their child etc. The converse is also true e.g. if the child does not exhibit the poor behaviour again in that half term a tick is placed in the behaviour book to denote that the poor behaviour has not been repeated and the child has a fresh start.

If a serious incident has occurred the head teacher will inform parents and a special agreed behaviour plan will be generated.

We believe that positive reinforcement is always the way forward. We praise good behaviour as we feel that every child needs to know and feel that they are valued within the school community.

When a pattern of negative or inappropriate behaviour occurs a "Behaviour Record book" is issued to the pupil. This enables the teach/head teacher to monitor behaviour, reward good behaviour with praise and encouragement, At the end of a three week period positive behaviour should be evident

and pupil self esteem strengthened. The pupil continues to receive on-going support from the teacher/head teacher and/or other adults in school including parents.

On the playground a similar approach is adopted.

1. Time out. Go and stand at the yard wall for 1 minute to think and calm down (can be extended)
2. Hold my hand. Calm down and talk to me. We can put this right. (2-3 minutes)
3. Talk with an adult to reflect on the incident, understand what went wrong and work out a plan to put it right.

If a pattern of inappropriate behaviour occurs a behaviour record card for the playground will be issued.

Mid-day supervisors regularly update the class teacher/head teacher with an overview of general behaviour so that minor problems can be addressed.

## Physical Intervention

Physical intervention by a member of staff may be necessary as a last resort in the following circumstances:~

1. When a pupil is endangering his/her own safety or the safety of others.
2. When a pupil's behaviour is causing disruption and is encouraging other pupils to behave disruptively.
3. When a pupil is causing significant damage to equipment or the building.

Any restraining action has to be reported immediately to the head teacher and a detailed report written in the school incident book. This should be signed and dated by the head teacher and member of staff concerned.

No member of staff should be alone with a pupil in a restraining situation. A minimum of two adults should be involved to ensure the safety of all concerned, provide reliable witnesses and a carefully considered approach in a potentially emotionally charged situation.

## Bullying and Racial harassment

Bullying and racial harassment will not be tolerated at any level. Any instances of either are reported as soon as possible to the head teacher. A record of both is kept and parents are informed to ensure a collaborative and effective resolution of the problem. [refer to bullying policy]

## Monitoring

Any child giving cause for concern is brought to the attention of all staff generally and at their weekly meetings. Appropriate strategies are then discussed and a course of action planned. A referral to the School Support Team or other outside agencies may be made if appropriate.

## Evaluation

This will be carried out by the head teacher who will monitor the number of pupils who are asked to complete behaviour record cards as well as the standard of behaviour in general around the school.

The head teacher is responsible for supporting staff, ensuring they are all aware of the school's behaviour policy and providing training when needed.

**This policy will be reviewed annually.**

\*Please refer to all other school policies in conjunction with this policy

Signed: Paula Cummings [head teacher] Ratified by Governing Body Spring 16