



School Behaviour Statement:

At Cambois Primary School we believe that everyone is equally important and we celebrate our school and the wider community

We...

- *provide a broad and balanced curriculum which supports enthusiastic confident and secure learning.*
- *nurture positive home, school and community relationships;*
- *promote tolerance and respect for all people and the world we live in.*
- *view every child and adult as an individual and try to ensure that they feel valued and respected.*

By order of the Governing Body of Cambois Primary School

(Signed)_____Dated_____

(Head Teacher)

(Signed)_____Dated_____ (

Policy Date: September 2015 Review Date:

Core Values

We believe

- every member of the school community needs to feel valued and respected
- that each person must be treated fairly and well.
- that every child needs a rounded, positive learning experience
- that supporting each other in learning generates better learners
- that kindness is key to a happy, positive environment

We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not just concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It supports a calm and focussed learning environment.

The school expects every member of the school community to behave in a kind and considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and consequences

- We praise and reward children for good behaviour in a variety of ways:
- Teachers congratulate children and celebrate success
- Teachers give children Praise Points which are for good behaviour for learning. For every 10 praise points children get a dip in the treasure chest.
- Every class teacher nominates someone as pupil of the week each week to receive a nomination. The overall winner gets a certificate.
- Assemblies consistently celebrate good citizenship and good learning. Pupils are frequently given opportunities to thank each other and celebrate kindness.

Rules

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The class teacher discusses the school rules with each class. They are then displayed in class along with a class charter. In this way, every child in the school knows the standard of behaviour that we expect in our school. We also display and reinforce Good Behaviour for Learning. This helps children to understand that good behaviour is not about passivity but is about positive engagement. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

Cambois does not tolerate bullying of any kind. School must feel like a safe place to be. We are proactive in prevention and by being vigilant have a strong record of preventing bullying via early intervention and monitoring. However, we are not complacent and will ensure that bullying is stopped. The bully will be managed with appropriate consequences and support to make them realise what they are doing and the impact it has. The victim will receive full support and nurture to rebuild confidence in themselves and school as a safe place to be

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to appropriately guide a child to a safe place. Three staff are trained in TEAM Teach which means that they can safely restrain children to prevent injury to themselves and/or another child. The actions that we take are in line with government guidelines on the restraint of children and our own policy on Physical Restraint

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school has proactively sought appropriate support and if possible, alternative placement. The school governors and local authority will be notified.

The role of parents and carers

The school collaborates actively with parents and carers, to ensure that children receive consistent messages about how to behave at home and at school.

We explain the school rules on our website and send a copy with our Home/School agreement. We expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.