



Cam Hopton Church of England Primary School (Voluntary Aided)

'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.

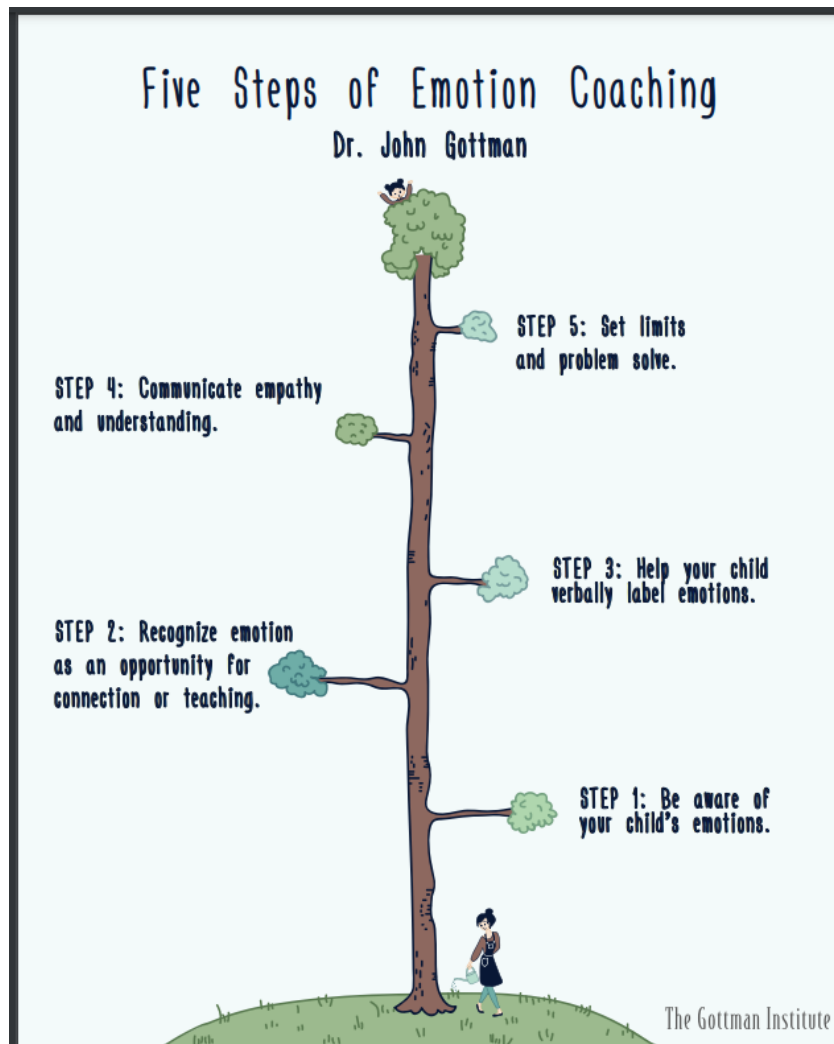
Management of behaviour is co-ordinated by the Leadership Team but all staff are responsible for the consistent implementation of the behaviour policy.

3.0 Emotion Coaching

At Cam Hopton Staff have been trained in *Emotion Coaching*'. This is an approach which aims to equip children with the skills necessary to recognise and regulate their behaviour. There are 5 steps in this process which are:

1. Take notice of the child's emotions/behaviour.

2. Recognise when the emotion/behaviour is an opportunity for connecting with or teaching the child.
3. Help the child to verbally label the emotion/behaviour e.g. angry, sad.
4. Show empathy and understanding with the child's emotions/behaviour.
5. Set limits and problem solve.



Cam Hopton CE Primary School is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to serve the community by providing high quality education and promoting Christian Values.

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.
- ✓ Dojo points – for great work, excellent behaviour and showing our values in action.
- ✓ Gems – for showing values through learning behaviour
- ✓ Golden Tickets to sit at the top table at lunchtime

Each week the Dojo Points will be counted and the child(ren) from each class with the most points will have their name displayed in the hall.

Each short term, Gems will be counted and the class(es) with the most will be rewarded.

Special Achievements will also be rewarded by:

- Gem Power Certificates and gems in pots
- Dojo certificates.
- Sports Superhero certificate
- Whole class agreed rewards

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. At teacher discretion.
- A red card with the loss of some or all of golden time/playtime. Parents informed through Class Dojo.
- 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.
- Report card.

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 (including low-level disruptive – see Appendix 2) 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 may be undertaken by some staff on the use of reasonable force to restrain pupils where necessary. See Appendix 1.

In the last resort, an internal, 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

Where appropriate CPOMS will be used to gather evidence for behaviour incidences and trends.

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:

- Staff Meetings annually will include discussions on behaviour and staff will be regularly consulted on trends.
- The 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 SLT.

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

8.0 Equal Opportunities

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

Appendix 1

Use of Reasonable Force

What is reasonable force?

The term 'reasonable force', sometimes called 'restraint' covers the broad range of actions used by teachers that involves a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances where a student needs to be restrained to prevent violence or injury to themselves or others.

'Reasonable in the circumstances' means using no more force than is needed. All members of school staff have a legal power to use reasonable force. No member of staff should do this on their own.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. **Staff should try to de-escalate a situation first before using control or restraint.**

There is no legal requirement for staff to be trained in physical restraint. However, at Cam Hopton if staff may need to use restrictive physical interventions, it's important that they're appropriately trained. This is so that they know how to restrain pupils appropriately, without causing injury. Therefore, teachers have 'Team Teach' training as needed. This teaches positive behaviour management strategies emphasising de-escalation and positive handling

Related Policies

Acceptable Use of ICT
Safeguarding and Child Protection
Code of Conduct & Whistle Blowing
Guidance to Safer Working Practice
Health & Safety
KCSiE
Children Missing in Education
Working Together to Safeguard Children
Early Years Framework
Prevent Duty
Low-level Concerns Policy

Appendix 2

Low level disruptive behaviours could include:

- Repeated refusal (3 or more times) to follow the school rules, checking comprehension of instructions
- Repeated refusal (3 or more times) to follow adult instructions
- Unhelpful talk – conversations that divert attention from lesson; derogatory comments to staff/ peers
- Intentional or malicious noise designed to distract learning (unless child requires noise as part of SEN regulation)
- Intentional or malicious noise using equipment to distract learning
- Refusing to complete work (after checking comprehension of task)
- After checking comprehension - constantly off task or preventing others from learning