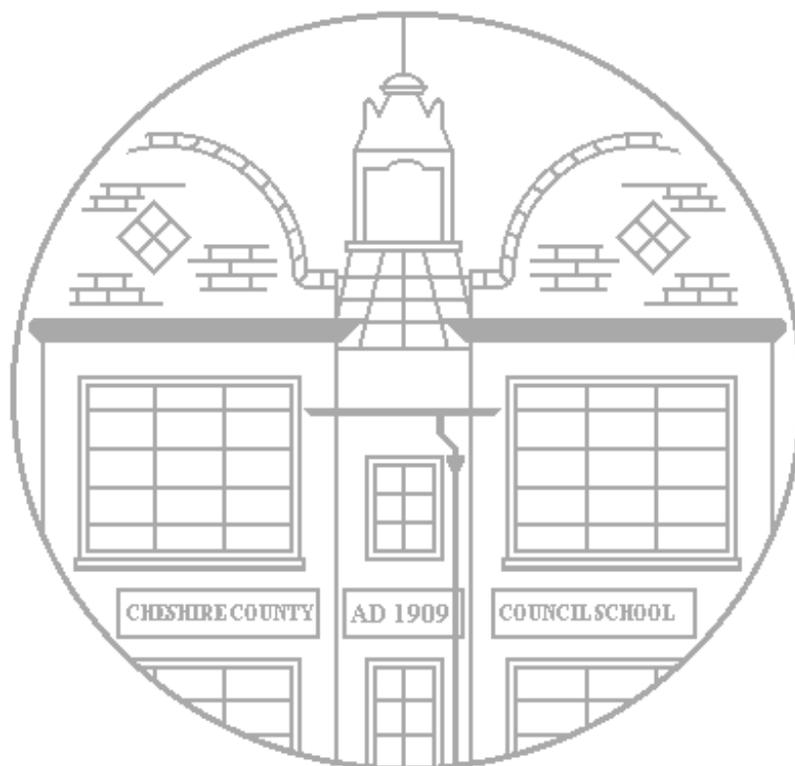


# Cambridge Road Community Primary & Nursery School

## Behaviour and Discipline Policy

### 'Personal Support'



Cambridge Road Community Primary & Nursery School

Approved by the Governors:

Review date: May 2014

## **Aims and expectations**

At Cambridge Road we want to create an atmosphere where everyone involved in school is treated with respect, courtesy and fairness regardless of gender, race, religion, nationality or disability.

We believe good behaviour is essential for personal, social and academic development. It does not happen by accident. It must be nurtured, guided and reinforced and is the responsibility of everyone who is involved in the school community: pupils, staff, parents and governors.

We strive to ensure that we take positive steps to promote high standards of behaviour within the classroom and around the school.

- ❖ The school expects every member of the school community to behave in a considerate way towards others.
- ❖ We treat all children fairly and apply this behaviour policy in a consistent way.
- ❖ This policy aims to help children to 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 co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **Our 'Rights'**

The children and adults in our school have agreed that we all have three rights. They are:

1. The 'right' to learn or teach.
2. The 'right' to be respected.
3. The 'right' to feel safe.

All of our school rules are based upon these three rights.

## **Our School Rules**

We expect our pupils to always:

- ❖ Be respectful and use good manners.
- ❖ Follow instructions first time.
- ❖ Listen when others are speaking.
- ❖ Keep hands, feet and objects to yourself.
- ❖ Walk / Play calmly and sensibly around school.
- ❖ Work hard and to the best of your ability.

## **Personal Support**

There are some pupils who, for whatever reason, need a more personalised approach. To manage these pupils an individualised approach must be put in place that falls within the general framework.

## **Rewards**

Children who need personal support should not necessarily get rewarded more than their well behaved peers. They do, however, need their own reward system which rewards specifically the behaviors we wish them to exhibit. Any child who needs personal support should thus have in place a specific reward chart that motivates them and allows them to achieve success.

Class teachers should endeavor to make all staff aware of children's individual needs and targets. For example, midday assistants should have a list of children requiring particular support. This should be located in their clip-board .

## **Sanctions**

In the use of sanctions, children learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. For most children the sanctions within the main Behaviour and Discipline Policy will be sufficient. For some a more personalized approach will be required.

If a child is consistently reaching a number 5 on the sanctions hierarchy then they need a more personalized approach. If a child is disrupting others and disrupting learning on a regular basis then they need a more personalized approach. If a child is using abusive language or hurting others then they need a more personalized approach.

The following sanctions are over and above the main Behaviour and Discipline Policy and are designed to:

- ❖ Provide clarity and consistency.
- ❖ Minimise disruption to teaching and learning time.
- ❖ Provide every opportunity for children to correct their own behaviour.
- ❖ Allow early involvement of parents, line managers, SENCO, Lead Behaviour Professional and support agencies.
- ❖ Do everything reasonably possible to avoid exclusion from school.

## **Personal Support Sanctions**

**STEP 1 – Behaviour Concern Notification** (Class Teacher, SENCO, Lead Behaviour Professional )

- Teacher discusses concerns with LBP and SENCO.
- Begin monitoring to identify areas of concern / possible causes / appropriate targets.
- Teacher completes a Behaviour Assessment Profile if necessary.
- Parents informed that behaviour is a cause for concern.
- Parents met with and concerns discussed / next steps made clear.
- Meeting with parents recorded in child's mentoring folder.

*If behaviour does not improve and concerns remain move to Step 2.*

**STEP 2 – Pastoral Support Programme** (Class Teacher, SENCO, Lead Behaviour Professional )

- Teacher completes a Behaviour Assessment Profile.
- Involvement of all necessary agencies, i.e. Educational Psychologist, Behaviour Support etc.
- Consider TAF.

