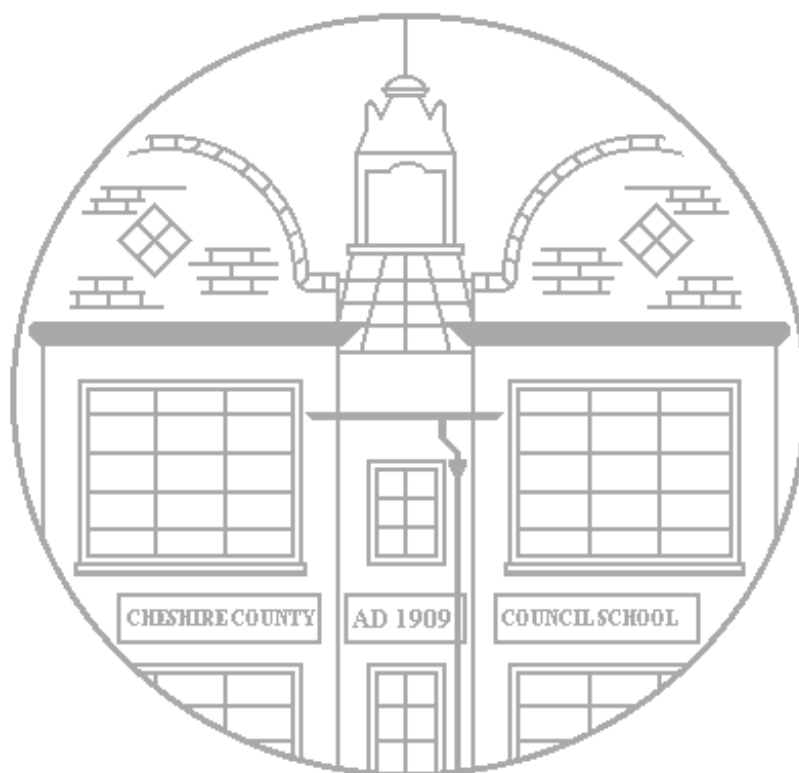


Cambridge Road Community Primary & Nursery School

Behaviour and Discipline Policy



Cambridge Road Community Primary & Nursery School

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, sexual orientation, 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.

Responsibilities

All pupils are expected to:

- ❖ Follow the rules of the school both in school and on the playground
- ❖ Work hard, do their best and complete all work set
- ❖ Tell the truth when incidents do occur so that they can be dealt with correctly

All adults in school are expected to:

- ❖ Model to the children appropriate behaviour - this includes not eating or drinking in the corridors and not using mobile phones.
- ❖ Dress appropriately.
- ❖ Provide interesting and stimulating work, which is appropriate to each child's needs.
- ❖ Treat all pupils fairly and justly.
- ❖ Recognise possible times where inappropriate behaviour may occur and seek avenues to avoid this.
- ❖ Praise and reward good work and appropriate behaviour.
- ❖ Apply sanctions in a consistent way.
- ❖ Remind children of school rules, rewards and sanctions regularly.
- ❖ Encourage appropriate behaviour in class and around school – hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- ❖ Encourage children to settle down quickly to work – removing opportunities for fuss and inappropriate behaviour.
- ❖ If poor behaviour does occur take the time to log the incident.

All parents/carers are expected to:

- ❖ Model to the children appropriate behaviour
- ❖ Support the Behaviour Policy
- ❖ Bring and collect their child on time
- ❖ On the first day of absence inform the school of the reason.
- ❖ Dress their child in a blue sweatshirt, white/blue polo shirt and grey skirt / black/grey trousers. All school uniform should be labelled with the child's name. Black shoes should be worn.
- ❖ Dress their child in a PE uniform on PE days in black jogging pants/ leggings/shorts and a white t-shirt.
- ❖ Discourage the wearing of jewellery for the safety of all our children.
- ❖ Share their concerns about their child's education, welfare and behaviour with the school.
- ❖ Take an active interest in their child's work and achievements.
- ❖ Be willing to help their child with their work in school and at home.
- ❖ Listen to their children read every night.

All Governors are expected to:

- ❖ Model to the children appropriate behaviour

- ❖ Take an interest in the life and the work of the school.
- ❖ Act as a point of contact for parents, staff and the local community; raising issues with the school management team and participating in Governor's meetings.
- ❖ Become involved in disciplinary action when requested to do so by the Head Teacher

Rewards

To develop an ethos of kindness and co-operation we reward positive behaviour in a variety of ways.

Individual Rewards:

The rewards are hierarchical (with 1 being the best) and are as follows:

1. Name written in the 'Achievers Book.'
2. Name written in the 'Kindness Book' to promote our ethos of 'Be Kind, Be Kind, Be Kind.'
3. 'Golden Postcard' sent in the post to home.
4. 'Terrific Telephone Call' home.
5. 'Star of the Week' chosen by peers and announced in Celebration Assembly.
6. Raffle Ticket to promote positive behaviour. Tickets put into class draw to win a prize.
7. NED prizes.
8. Verbal / Non-verbal praise.
9. Peer praise.

'Golden Time:'

'Golden Time' takes place every Friday from 2pm till 3pm for all KS1 classes and from 2:30 till 3:10pm for Y3/Y4 and Y5. This enables the children to experience an activity (provided by staff or outside providers) that they particularly enjoy. It is a special time and is a reward for good behaviour. Any pupil reaching a '4' on the 'Behaviour Tracker' misses 'Golden Time' for that week. Children on Report card lose 5 minutes of Golden Time for each 'x' on the card.

'Jewel Jamboree:'

As a separate reward that encourages teamwork and a collective ethos each class has a pot that they aim to fill with jewels. Once the pot is full the whole class can have a class reward.

Corrective Actions

To develop an ethos of kindness and co-operation we also have to correct negative behaviour. The corrective actions are hierarchical (with 5 being the most severe) and are as follows:

In the classroom

Verbal warning

1. Reminder of the rule broken
2. Warning – miss 2 mins of playtime
3. Time Out – miss 10 mins of playtime
4. Removal to KS Leader for 20 mins
5. Sent to Head Teacher and parents informed

At playtime

Verbal warning

1. Reminder of the rule broken
2. Warning – miss 2 mins of playtime
3. Time Out – miss 10 mins of playtime
4. Removal to Lunch duty staff for 20 mins
5. Sent to Head Teacher and parents informed

If a pupil gets to a number 4 or 5 they must complete a ‘Think Sheet’. It can also result in a ‘strike’ with three strikes resulting in the withdrawal of a class activity.

There is also a letter of apology for KS2 children.

Severe behaviour such as fighting, verbal abuse to adults, racism or bullying trigger an automatic move to number 5.

Nursery & Reception – slightly adapted due to age of children

In the classroom

Verbal warning /reminder of rule.

1. Reminder of the rule broken.
1 minute on the timer.
2. Warning – miss 2 mins of playtime
3. Time Out – miss 10 mins of playtime
4. Removal to KS Leader for 20 mins mins
5. Sent to Head Teacher and parents informed.

At playtime

Verbal warning /reminder of rule.

1. Reminder of the rule broken.
1 minute on the timer.
2. Warning – miss 2 mins of playtime
3. Time Out – miss 10 mins of playtime
4. Removal to Lunch duty staff for 20 mins
5. Sent to Head Teacher and parents informed.

Nursery & Reception use a ‘Time Out’ spot or chair to provide consistency.

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. An individualised Behaviour Plan is the starting point for these pupils. The ultimate corrective actions for pupils who do not respond to an individualised Behaviour Plan are as follows:

- Temporary In-school Exclusion
- Temporary Out of school Suspension
- Permanent Exclusion

'Children are our hope for the future. But we are the hope for theirs.'

