

Cheriton Bishop Community Primary School – Our Positive Behaviour Approach



At Cheriton Bishop Primary School, we want our children to become resilient, positive, articulate young people who are able to make well-informed life choices. We believe our positive behaviour approach will support children to be happy, behave well and learn effectively in school.

This document should be read in conjunction with the current Link Academy Trust Behaviour Policy, which can be found on the school website.

Our School Rules

We have three simple school rules. The rules are regularly discussed in classrooms and assemblies to ensure all children know them and, more importantly, know what they mean.

Our school rules are:

- Be friendly and respectful.
- Take care of everyone and everything.
- Always try our best.

Rewards

Our school follows a relational approach to behaviour management and we always try and promote the positive behaviour of all the children. Some of the methods staff will use to celebrate positive behaviour are:

- Positive praise
- House points
- Stickers
- Above & Beyond Certificates
- Postcards home
- Publicly celebrating positive behaviour with other staff
- Whole-class rewards, for example a marble jar

This list is not exhaustive, and staff should use their professional judgement as to the best way to celebrate each child, taking into account their age and developmental stage. A Celebration Assembly is held each week to celebrate house points and Above & Beyond Certificates.

Stages of behaviour intervention or sanctions

1. Non-verbal reminder: this could be given with ‘a look’ or a hand signal to subtly draw the child’s attention to their behaviour, without needing to interrupt the lesson or activity.

2. Reminder about expected behaviour: Approach any inappropriate behaviour with a request to stop and a brief explanation of why that request was made. For example: “Derek, could you please keep your feet on the floor because it is difficult for others to concentrate when you kick the chair?” This should be delivered as privately as possible, and in a positive, polite but firm manner.

3. Warning: Any repetition of the same or similar behaviour will result in a warning, “Sorry Jack, but I’m giving you a warning because you haven’t been keeping your feet on the floor.” As above, this should be given as privately as is practicable.

4. Missed playtime / restorative conversation: If the behaviour continues after a warning, the child may be asked to stay in school for a portion of morning break or lunchtime play. We recognise the importance of playtime and so a maximum of 10 minutes will usually be an appropriate length of time. During this time, the adult will have a restorative conversation with the child about what behaviour was unacceptable, the impact it has had, and how we can make things better next time, with explicit reference to our school rules and values. Visual or written resources should be used to support this conversation. If behaviour reaches this level, it should be recorded on CPOMS, parents should be informed, but staff should use their professional judgment.

If unacceptable behaviour continues, the Academy Head will invite parents for a meeting to discuss what measures can be put in place to support the child. This may include accessing support from elsewhere in the trust, or from other agencies.

- Warnings and other sanctions should always be given as discreetly as possible. It is not always practicable to speak privately to a child but staff must be careful to avoid publicly shaming children.
- In some cases, the above stages may be varied for individual children, in accordance with their provision map or EHCP. It is sometimes appropriate to adapt or differentiate our systems for managing behaviour whilst at the same time not lowering our expectations for all children. This is similar to how we adapt teaching and learning to match a child’s individual needs.
- It may not always be appropriate for a child to progress through the above stages one at a time: some behaviour, which is particularly severe or dangerous, may ‘jump’ to a higher level. Staff must use their professional judgement in these situations, in consultation with the Academy Head or Senior Teacher / Preschool Manager. These incidents should always be recorded on CPOMS.
- Sending a child out of the classroom will not be used as a sanction and should be avoided as much as possible due to the impact on the child’s learning. However, if a child’s behaviour is causing an unacceptable disruption to other children’s learning, it may become necessary. This will be recorded on CPOMS and reported to parents as appropriate.