



Callington Primary School



Behaviour Policy

September 2024

Review July 2025

Context:

At Callington Primary School we believe that every child and member of our community should feel safe, valued, respected and supported. We believe this is achieved through positive relationships between all stakeholders.

We believe that a shared and understood set of values and expectations around behaviour facilitates and enables positive relationships. Through modelling, teaching, promoting and supporting all stakeholders, we enable children and adults alike to make positive choices that enable all to succeed and feel safe, valued, respected and supported.

Our policy is underpinned by the principle that by promoting and acknowledging positive relational behaviours, we enable all to understand their role in facilitating and creating positive relationships. We thank and acknowledge all pupils and adults for showing and choosing these behaviours consistently and appropriately.

If a choice is made that is not promoting positive relational behaviours or learning behaviours, we believe that consequences should be: educative, proportionate and always reparatory. If needed, we utilise consequences that are clear and escalate in a way that is understood by all and incorporates opportunity to make changes to behaviour and reengage with positive and appropriate relational and learning behaviours.

Where a child has additional needs or is finding making positive choices challenging, we will take a supportive and inclusive approach and adapt ways to support them with care, respect and positivity.

Ultimately we want the children in our school to understand that they make and control their behaviour choices and that the positives of making the best behaviour choices increase the likelihood of experiencing positive and successful relationships throughout their time in education and beyond into adult life.

Promoting the Positives:

This is the main focus of our policy – acknowledging and thanking children and adults getting it right and being demonstrable in their positive relational and learning behaviours.

These behaviours are discussed and shared with the children at regular assemblies, class sessions and throughout and across the entire school day. They are also viewed with recognition that all of these behaviours are relative to a child's starting point and they may look different for every child.

Our four school rules are:

School Rules	Learners will...	which enables...	which prevents...
Listen carefully and follow instructions	choose a listening position be responsive show positive body language	children to understand what they should be doing	talking when someone else is disrupting their own and others' learning.
Care for each other, our school and environment	be helpful – holding doors, picking up things from the floor, offering help and support show empathy show kindness show wonderful walking recognise when they have hurt someone's feelings take care of school property	children to be responsible, take pride in themselves and the school and be excellent role models	upsetting others damaged property
Be calm and respectful to others	be polite – please, thank you, warm welcomes recognise each other be collaborative be honest be pleasant to each other	contribute to a positive and safe environment be good citizens of the future	spoiling their own and others' enjoyment of coming to school negative behaviour
Be ready to learn	be focused be self – disciplined challenge themselves take pride in their learning never give up embrace mistakes dress in the correct uniform	a positive growth mind – set be in the right place, at the right time, with the right attitude	disrupting others in class progress being slowed

THE CPS WAY

Listen carefully and follow instructions.



THE CPS WAY

Follow these rules to be a CPS Superstar!

THE CPS WAY

Be calm and respectful to others.



THE CPS WAY

Care for each other, our school and the environment.



THE CPS WAY

Be ready to learn.



Acknowledging the positives:

We use a range of ways to acknowledge and recognise the children making positive behaviour choices that make our school have effective relationships. These include (although not exhaustive):

- A 'thank you' and/or a non – verbal thank you (smile/ thumbs up etc.).
- A thank you with a clear rationale for the thank you and a label of the positive behaviour – 'Thank you for helping stack the chairs; that was really supportive.'
- House points – with a clear link to why the house point was given – 'A house point for X for showing lovely manners.' At the end of each half term, the House which has been awarded the most house points will be announced in assembly and they will win an additional mufti – day.
- At lunch times, lunchtime supervisions will award raffle tickets when they have observed positive behaviour. Five raffle tickets are randomly selected weekly in a Friday's celebration assembly and pupils can choose a prize or a positive activity with an adult (15 minutes of football/ forest school activity, craft etc.).
- CPS SuperStar Certificate – sent home for exceptional behaviour and work or significant improvement – to be handed out weekly in Friday Celebration Assembly; staff will fill in names and reason on certificates by end of day Thursday.
- Golden table – each week, the class teacher nominates a child who has demonstrated one of our school values exceptionally – children will be encouraged to provide their suggestions to CT throughout the week when they 'spot' a child exceptionally demonstrating a school value. The class teacher will announce the winner in Friday's assembly and the child will be given a golden ticket for lunch one day the following week so their achievement can be shared at home. A timetable of staffing for the golden table will be prepared in advance.

Managing Behaviour:

We recognise that all children at times will make choices that lead to behaviour that is not conducive to learning or to enabling positive relationships. This may also include occasions where children choose to make inappropriate choices.

The emphasis on our management of behaviour at Callington is based upon using the intervention as an opportunity to support the child to reflect upon, recognise and learn to make different and improved choices next time. It is NOT solely a sanction or punishment and must be used to support, enable and develop the child's understanding of positive behaviour choices that enable positive relationships.

We also recognise that some children will need a bespoke approach to this recognising their additional needs where appropriate. These will be written within individual behaviour plans (IBPs). The supportive management of these children will look different as a result, but has the same underlying aim and ethos.

In order to support children in managing behaviour, we have a 'tiered' approach based on the principles of least intrusive as possible and reflective and educative:

Steps	Actions
Redirection	<ul style="list-style-type: none"> • Gentle encouragement • Non-verbal – proximity, ‘the look’, hand gestures, eye line, encouraging reminder, catch the children making positive behaviour choices. • Re-state the desired behaviour using proximity praise – thanking someone getting it right. • Stopping – ‘I am just waiting...’, ‘I can see we aren’t all ready...’ • You can turn it around
Reminder	<ul style="list-style-type: none"> • Use of proximity – longer in time • Use of name and direct reminders • Positive behaviour reminders • Distraction technique • You can turn it around
Caution	<p>A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour.</p> <p>Clearly state the appropriate behaviour</p> <p>Clearly outline the consequences if they continue - ‘If you choose to continue to, then you are choosing the consequence of..... I will give you minutes to make the best choice.’</p> <p>You can turn it around</p>
Time Out	<p>Sent to the ‘Time Out’ room at the next available break.</p> <p>During a consequence, the discussion between staff and child will focus on:</p> <ul style="list-style-type: none"> • A shared understanding of why the consequence has happened • What positive behaviour choices need to be seen instead or in future • A clear understanding that once the consequence has been completed, the situation is resolved • Ensuring that both staff and child are in a positive place – positive affirmation that we have a new start. <p>This needs to be recorded on Abor and a ‘Time Out’ letter sent home.</p>
	<p>If a child has two time outs in a week, the class teacher will call home/ discussion after school with parents.</p>
Immeadiate Unacceptable behaviour	<p>If a child does any of the following, an immediate ‘Unacceptable Behaviour’ will be issued:</p> <ul style="list-style-type: none"> • Verbal or physical abuse (more than just being rude) of staff or a child • Leaving the school building without supervision of an adult • Possession or bringing a weapon/dangerous item to the school • Malicious setting off of the fire alarm • Deliberate damage to or theft of property • Bullying or prejudicial language directed at another child or member of staff <p>Mr Fugill or Mrs Loss will accompany the child to a reflection space where they discuss their choices, positive behaviour that needs to be displayed and then they will complete their work for a proportional amount of time before re-entering the classroom (this will be at the discretion of the head – teacher). If this is necessary, Mr Fugill or Mrs Loss will ask the child’s parent in for a meeting to share the incident and work together to support positivie behaviour choices. This will be recorded on Abor.</p>

Suspensions:

Suspensions are the most significant consequence that a school will implement. They are only ever decided upon by the Head Teacher. They must be formally documented and recorded and are never implemented without significant thought and assessment.

The types of exclusion:

- Internal suspension – significant time out of class supervised by Head Teacher or Senior Leader within the school and school day.
- Fixed Term suspension – time out of school, formal letter home and a reintegration meeting on return.
- Permanent suspension – a decision is taken to exclude the child from the school permanently.

Suspensions are incredibly rare. However, in the event of suspension being either fixed term or permanent, a parent or carer has a right to appeal and have that appeal heard initially by a panel made up from the Local Governing Body.

If this does not provide a satisfactory outcome, further appeals can be made and the information for the services to support this are provided within the initial notification of exclusion paperwork.

Ensuring consistency:

All staff will receive regular training to ensure our behaviour policy is applied consistently. Staff will aim to:

- Meet and greet at the door. (if you are not on gate duty)
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use agreed mechanisms for positive recognition is used in each classroom throughout the lesson.
- Refer to CPS Way – four rules
- Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

Summary

Our policy is based on the knowledge that we have incredible children who are a credit to themselves and their school and families. Therefore the ethos of this policy is to notice, thank and acknowledge our children who are ‘getting it right’ 99.9% of the time. Through this we promote a set of shared and understood expectations and values that children and staff choose to follow.