

Behaviour Policy

Campton Academy



Approved by:	Louise Day
Signed:	
Date approved:	March 2026
Next review due by:	March 2027

1. Rationale

1.1 At Campton Academy we aim to promote a high standard of behaviour and an ethos where all members of the school are valued. Good behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility. Staff are good role models and we place great emphasis on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. We have high expectations of behaviour and we seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. There are occasions when we will need to address poor behaviour and this policy sets out the consequences for poor behaviour, should it arise.

1.2 Children with Special Educational Needs and Disabilities (SEND)

We understand that reasonable adjustments may need to be made for those children with SEND and we will ensure that this policy is applied fairly to these children. Personalised support will be detailed in a positive behaviour management / crisis management plan, agreed with parents and reviewed termly.

2. Aims

2.1 This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be prosocial, unsocial and antisocial behaviours, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of those in the school community with regards to behaviour management
- Outline our system of rewards and consequences

We understand the importance of all children achieving their potential and that poor behaviour can hinder this aim. We will promote self-esteem, self-discipline and positive relationships through fostering an environment in which everyone feels safe and secure and where each person is treated fairly. We will create an environment where good behaviour is explicitly taught, encouraged and reinforced.

2.2 How will we achieve our aims?

- We will establish a behaviour curriculum to teach the children what behaviours are expected
- We will promote our values ethos and apply a 'Therapeutic Thinking' (approach when building relationships with pupils and managing behaviour. Therapeutic Thinking is a theory driven, psychologically informed, whole-school approach focuses on how children and young people are supported, particularly in terms of their SEND, emotional wellbeing, behaviour and mental health.
- We will establish and follow a school behaviour guide, 'The Campton Code' that the staff, children and parents know and understand. See appendix 2
- All staff will lead by good example and will model correct behaviours
- All children will take part in Personal, Social and Health Education (PSHE) lessons
- Staff will complete Therapeutic Thinking and Attachment Awareness training and adopt a de-escalation approach if physical intervention is required

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

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- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

4. Definitions (See Appendix 2 for specific examples of how staff respond to each of the behaviours defined below)

4.1 Prosocial Behaviour

Pro-social behaviour is defined as behaviour, which is positive, helpful and values social acceptance.

All staff are expected to acknowledge, promote and consolidate the pro-social behaviours outlined in the Campton Code

4.2 Unsocial Behaviour

Unsocial behaviour is defined as where children are unwilling or unable to behave socially but the behaviour is not to the detriment of themselves or others:

- Non-completion of classwork
- Playing alone at breaktime
- Refusing to join in with a class activity
- Not participating in class discussions
- Reluctance to come into class in the morning

4.3 Antisocial Behaviour

Behaviour that is antisocial but not dangerous. If not managed the behaviour will impact negatively on the child, other children, the class, school or wider community

- Poor attitude e.g. bad manners, answering back, not listening
- Excluding others from play / conversations
- Repeated breaches of the school rules
- Disruption in lessons, in corridors between lessons, in assembly and at playtimes and lunchtimes
- Destroying their work or the work of others
- Going under tables
- Leaving the classroom
- Difficult behaviour in assembly which disrupts the delivery

4.4 Dangerous Antisocial Behaviour (see safeguarding policy for further information on how the school supports pupils displaying or at risk of developing dangerous antisocial behaviour as a result of an educational, health or safeguarding need)

Dangerous Antisocial Behaviour will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility:

- Physically hurting themselves or others
- Destruction of school property
- Endangering self or others
- Displaying unsafe behaviours in class or at playtime such as climbing on furniture
- Displaying unsafe behaviour out of class or on trips such as running away
- Screaming
- Spitting
- Any form of bullying
- Child on child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Consequences of Anti-Social Behaviour may include:

- A verbal warning by the Principal as to future conduct;
- Withdrawal from the classroom for the rest of the day;
- A letter to parents informing them of the problem;
- A meeting with parents;
- Temporary suspension;
- Meetings involving parents and support agencies;
- Permanent exclusion, only used in extreme cases or after all other courses of action have failed;

All incidents of antisocial behaviour are recorded in the school's behaviour log, reports must include the antecedent, behaviour and consequence. Parents must be made aware of the incident (by the pupil's class teacher / member of staff who dealt with the incident) and any consequence. If a child is commonly

displaying the behaviours outlined above, an individual crisis management plan or risk assessment must be created to manage the risks. This should be agreed with parents and monitored at least termly. Further information can be found in our safeguarding policy.

5. Bullying

5.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

- Emotional Bullying - Being unfriendly, excluding, tormenting
- Physical Bullying - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial Bullying - Racial taunts, graffiti, gestures
- Sexual Bullying - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
- Direct or Indirect Verbal Bullying - Name-calling, sarcasm, spreading rumours, teasing
- Cyber Bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5.2 We will ensure that all governors, staff and children are aware of and agree with what the school has identified and considers to be bullying. All staff should be vigilant in recognising bullying behaviour by:

- Noticing and acting upon child / parent/carer concerns
- Monitoring incidents
- Identifying patterns
- Listening to comments made when talking about bullying

5.3 When an incident of bullying is either observed or reported all children involved are questioned to find out:

- How often this has happened
- What kind of bullying behaviour has taken place
- Where the bullying has taken place
- Who has been bullying them
- Who they have told about these experiences
- How they feel
- Whether they feel pupils and staff have taken action against bullying

5.4 Children who have been bullied will be given support and guidance on how to protect themselves by:

- Talking to staff and parents/carers
- Being reassured that they are being taken seriously
- Given advice and taught strategies on how to deal with possible further incidents
- Being monitored

5.5 We will ensure that all children are made aware of how strongly we disapprove of bullying behaviour and that if any incidents occur there will be consequences imposed in line with this policy and the Campton Code. Children are made aware of the part they can play to prevent bullying. They are encouraged to:

- Respect each other and recognise their own responsibilities with regard to how they behave towards others
- Learn how to identify bullying behaviour (to differentiate between one-off acts of unkindness and other more persistent or repeated acts) and ways of responding
- Share worries and concerns immediately with staff, parents and peers
- Tell an adult if they feel any incidents they witness are of a bullying nature
- Understand the role of a bystander and to know that by doing nothing they are condoning the bullying
- Use non-aggressive strategies to resolve difficulties
- Work and play together harmoniously
- Work with staff to resolve bullying situations and think about their own responses to difficult situations
- Follow the 'Campton Code' (Our school behaviour guide – see appendix 2)

5.6 Children who bully will also be given help to improve their behaviour because:

- They may not know their behaviour is wrong
- They may be copying others they admire
- They might not have learned other better ways of playing and mixing with school friends
- They may be going through a difficult time and are acting out aggressive feelings

5.7 Reporting bullying

Pupils

We will ensure that all children are taught to recognise the signs of bullying and what they should do if they are aware that is happening to themselves or another child through PSHE lessons and anti-bullying weeks. Children can report incidents of bullying to any member of staff.

Parents

We will ensure that parents have the opportunities to familiarise themselves with our behaviour policy and the definition for bullying. If parents feel that their own or another child is being bullied they should inform the class teacher in the first instance.

School Staff

If made aware that bullying has taken place, members of school staff will log all details on CPOMS. This will ensure that senior staff are informed. The Principal will ensure that accusations are investigated thoroughly and the details of this investigation recorded.

6. Roles and responsibilities

6.1 The governing body

The Local Committee of the Board (LCB) is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Local Committee of the Board will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

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6.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the Local Committee of the Board giving due consideration to the school's statement of behaviour principles (Appendix 1). The Principal will also approve this policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents on CPOMS
- Informing parents of incidents and any following actions
- Using de-escalation strategies, in the first instance, when managing a child in crisis.
- Using Team Teach methods if physical restraint is needed.
- Responding to requests for support with behaviour incidents involving dangerous anti-social behaviour (This will usually be the Principal or Pastoral Lead).

6.4 Parents

Parents are expected to:

- Support their child in adhering to the Campton Code
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work with school to agree a consistent approach to responding to anti-social behaviours

7. The Campton Code

The Campton Code is a set of principles adopted by the whole school community. The code was updated in January 2026 with staff and children producing the new version.

Target 1: Be Kind and Respectful

We use kind words, good manners, and treat others the way we want to be treated!

Target 2: Be Safe, Honest, and Try Our Best

We keep ourselves and others safe, tell the truth, and work hard — even when things are tricky!

Target 3: Care and Help

We help each other, say thank you for help and advice, and look after our things and our environment!

Follow The Campton Code — be kind, be safe, care for others, and enjoy rewards.

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We will ensure that teachers work with their class to teach what the principles mean, to ensure that they have a good understanding of what each of the principles means. Children are rewarded with verbal praise, house points and certificates for demonstrating that they are following the code. The Campton Code demonstrates our minimum expectations for behaviour and children and staff are expected to abide by these at all times. The Campton Ambassador award is used to recognise children who consistently meet and exceed our behaviour expectations.

8. Recognition and Consequences

Recognition

- Praise
- Stickers / Stamps
- House points
- Certificates
- Communication home
- Special treats

Consequences

- A warning from an adult
- Missing some free time
- Being sent to another class
- Communication with home
- Meeting between parents and teacher
- Principal to meet with parents

9. Suspensions

9.1 Suspension

In cases where a child's behaviour puts either themselves or others at risk of serious harm, or causes significant disruption to learning, the Principal may suspend them from school. This decision is always considered seriously and the Principal will inform the Chair of Governors of the decision to suspend. Suspensions are reported to the Local Authority at the time they happen and to the Governing Body on a termly basis. DFE advice and procedures in respect of suspensions from school can be found here:

<https://www.gov.uk/government/publications/school-exclusion>

9.2 Fixed Term Suspension

In the majority of cases it will be possible to inform the parents that the pupil is at risk of suspension.

Steps will be taken to try and avoid suspension such as the implementation of a Behaviour Support

Plan, involvement of Jigsaw (the Behavioural Support Service), Education Welfare Service or School's Inclusion Officer. All children identified as being at risk of suspension will have an Early Help Assessment (EHA), Risk Assessment or Crisis Management Plan put in place.

In exceptional circumstances, the Principal may decide to suspend a pupil following one serious incident. Such incidents may include significant harm to another individual, physical assault on an adult or behaviour that puts themselves, or others, at significant risk. Incidents will be considered and evaluated individually.

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Parents will be contacted and informed of the suspension on the day of the decision. This will include the reason for suspension, dates that the child is suspended and the arrangements for returning to school.

Reinstatement will be on the terms of a Behaviour Support Plan if the pupil does not already have an individual plan. The pupil's behaviour will be closely monitored and regularly reviewed with their parents.

9.3 Permanent Exclusion

If it becomes necessary to permanently exclude a pupil in order to ensure the safety and education of all children, DFE guidance will be followed. Advice will be sought from the Education Welfare Officer and County Inclusion Officer.

9.4 The Right to Appeal

Parents have the right to ask for the decision to exclude a child to be reviewed by the Governing Body. In respect of Fixed Term Suspensions, the Governing Body cannot overturn the Principal's decision but can have their findings attached to the record.

The Governing Body may take the decision to reinstate a child who has been permanently excluded by the Principal.

If parents feel the school has failed to implement its policies they should follow the school Complaints Procedure.

10. Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

11. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

12. Behaviour management

12.1 Classroom management

- Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.
- Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a welcoming environment.

- Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- PSHE lessons will have planned opportunities to teach the children the values and desired behaviours we want to encourage.
- Praise should be used to encourage good behaviour as well as good work
- School staff should always model the good behaviour that they expect of the children.

12.2 Playground management

- An occupied child is a happy child.
- Part of the teacher, TA and MSA roles is to encourage positive play and therefore their presence in the playground at playtime and lunchtime is important.
- All adults in the playground should see themselves as play leaders and be engaged with the children. Adults are responsible for keeping an overview of the playground, looking for potential 'hot spots' and defusing them if necessary.
- MSAs interact with children encouraging them to play appropriately and cooperatively. Praise, stickers and house points will be awarded to children for abiding by the Campton Code.
- Playground Leaders and Sports Ambassadors organise games and equipment for children on a regular basis.
- If a member of staff decides that a child needs to miss their playtime or lunchtime then it is up to them to arrange suitable supervision.

13. Use of reasonable force

13.1 Use of reasonable force guidance

We understand that the vast number of children will never require any form of physical intervention. However, a small number of children may exhibit dangerous anti-social behaviour which may require some form of physical intervention by staff. Staff may find themselves in circumstances where reasonable force is needed to safeguard themselves and the children. We will make 'reasonable adjustments' for disabled children and children with SEN.

Nominated staff have been trained in Team teach – a recognised de-escalation and positive handling programme, should we need to use this.

This guidance for the 'Use of Reasonable Force' has been developed so that this can be achieved for all children and staff.

We aim:

- To protect every person in the school community from harm.
- To protect all children against any form of a physical act which is unnecessary, inappropriate, excessive or harmful.
- To put in place guidance for staff so that they are clear about circumstances in which they might use reasonable force to restrain a child or children and how such force may be applied.

Staff guidance – who can use reasonable force?

- All members of staff have a legal power to enable them to use reasonable force. This can also apply to unpaid volunteers or parents whom the Principal has temporarily put in charge of a group of children on a school organised visit.
- Staff do not require parental consent to use 'reasonable force' on a child.

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13.2 What is Reasonable Force?

- Force is used either to control or restrain. This can range from guiding a child to safety by the arm to more extreme circumstances such as breaking up a fight where a child may need to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Staff may use passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

13.3 When can reasonable force be used?

- Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.
- In school we may use force for two main purposes – to control children or to restrain them.
- 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.

THE FOLLOWING LIST IS NOT EXHAUSTIVE BUT IT PROVIDES SOME EXAMPLES OF SITUATIONS WHERE REASONABLE FORCE CAN AND CANNOT BE USED

- to remove a disruptive child from the classroom where they have refused to follow an instruction to do so
- to prevent a child behaving in a way that disrupts a school event or school trip or visit
- to prevent a child leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts others
- prevent a child from physically hurting a member of staff or another child, or to stop a playground fight.
- Restrain a child at risk of harming themselves through physical outbursts.
- **Force will never be used as a punishment**

13.4 Recording incidents and informing parents

- Where a serious incident has taken place such that a member of staff has needed to use reasonable force on a child we will record the incident and will inform parents.
- In deciding whether an incident is serious we will take account of the following factors: child's behaviour and level of risk presented at time of incident, degree of force used, effect on child or member of staff, the child's age and whether they have or may have special educational needs.

13.5 What to do if a child complains that force has been used.

All complaints should be passed to the Principal / Designated Safeguarding Officer who will thoroughly investigate the incident.

14. Confiscation

Any prohibited items (listed in section 4.2) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the Principal and parents, if appropriate.

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Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

15. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. In-school emotional support will also be offered via Time to Talk.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

17. Training

We will ensure that our staff are provided with guidance on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. Staff are trained to de-escalate situations and adopt Team Teach strategies if physical restraint is needed.

18. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and the Local Committee of the Board annually. At each review, the policy will be approved by the Principal.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Local Committee of the Board every year.

19. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Child on Child abuse policy
- Special Educational Needs and Disability Policy

VALUES FOR ALL

At Campton Academy we are a Values School and focus on individual values half termly in a two year cycle. The 2024/2025 academic year will follow the values for Year A.

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We expect all members of our school community to strive to live these values daily and we recognise those who are particularly successful by nominating children and adults to be values ambassadors based on their behaviour. We all aim to demonstrate these values to members of our school and wider community – including visitors to our school.

<u>Term</u>	<u>Year A</u>	<u>Year B</u>
Autumn 1	Respect	Honesty
Autumn 2	Kindness	Acceptance
Spring 1	Determination	Perseverance
Spring 2	Friendship	Thoughtfulness
Summer 1	Courage	Patience
Summer 2	Co-operation	Teamwork

Behaviour Curriculum

The behaviours below are explicitly taught via PSHE lessons and assemblies

<u>Term</u>	<u>Behaviours</u>
Autumn 1	Ready – showing readiness to learn, being organised, active listening
Autumn 2	Resilient – having strategies to cope with setbacks, developing a growth mindset
Spring 1	Resourceful – knowing where / how to get help and support, setting goals, trying new strategies
Spring 2	Responsible – making good choices and encouraging others to do the same, looking after the environment and others
Summer 1	Respectful – developing self-respect and knowing how to display respect to others, having strategies to solve disputes respectfully
Summer 2	Reflective – taking ownership of own behaviour, considering alternatives and making changes

Appendix 1: written statement of behaviour principles

We will ensure that:

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

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- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- The behaviour policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions.
- Children are helped to take responsibility for their actions
- Families are involved in resolving behaviour incidents to foster good relationships between the school and pupils' home life

The Campton Code

- Be kind and respectful – we use kind words, good manners and treat others the way we want to be treated
- Be safe, honest and try our best – we keep ourselves and others safe, tell the truth and work hard – even when things are tricky
- We care and help – we help each other, say thank you for help and advice, and look after our things and our environment

Pro Social Behaviour Examples

Examples of Pro-social behaviours	Example of adult Response to behaviour
<p>Behaviours that benefit self</p> <ul style="list-style-type: none"> • Be the Best that You can Be • Good listening • Managing & looking after their own resources – book bag, water bottle, pencil case • Being ready to learn – showing active listening • Being able to self-regulate – or ask for help when they need it. 	<ul style="list-style-type: none"> • Private praise that is specific referring to Class Charter/Campton Code • Awarding an appropriate Values badge • Saying thank you
<p>Behaviours that benefit another child</p> <ul style="list-style-type: none"> • Helping another child • Sharing resources • Good listening • Giving reminders of the Campton Code rules • Being a good role-model • Being polite and using good manners • Inspiring & engaging others with interests in learning • Teaching another child a skill • Inviting another child to play • Looking after others belongings 	<ul style="list-style-type: none"> • All the above • Adjust provision to facilitate learning

<p>Behaviours that would benefit the class</p> <ul style="list-style-type: none"> • Good listening, putting hands up • Choose it, use it, put it away – looking after resources • Contributing to class discussions • Turn-taking • Respecting personal space • Being able to self-regulate 	<ul style="list-style-type: none"> • Collaborative Goal – filling a jar with pasta or marbles to reach a goal • Praise for all class referring to Class Charter/Campton Code • Adjusting provision to facilitate prosocial behaviours • Modelling using the classes designated calm area / break out space • Circle times to promote/teach prosocial behaviour
<p>Behaviours that benefit the school</p> <ul style="list-style-type: none"> • Respecting property • Looking after school grounds <ul style="list-style-type: none"> • Being able to self-regulate • Being an ambassador for the school • Confidence to have a voice and express an opinion/idea • Working hard to move forward with learning • Having a positive attitude towards school and learning 	<ul style="list-style-type: none"> • Praise for all referring to Campton Code/ Class Charter / school values • Being awarded a Campton Ambassador Badge • Awarding a certificate / values leaf to recognise an achievement
<p>Behaviours that benefit the community</p> <ul style="list-style-type: none"> • Respecting the environment • Growing into being a good citizen – celebrating diversity, respecting different viewpoints and beliefs. • Helping others – supporting charities • Being aspirational 	<ul style="list-style-type: none"> • Share success in community newsletter • Inform parents via a phone call • Celebrate out of school achievements during celebration or class assembly.

Unsocial Behaviour Examples

Examples of Unsocial Behaviour	Responses to behaviour
<ul style="list-style-type: none"> • Isolated play in the classroom or playground • Active refusal of school rules • Reluctance to enter the classroom in the mornings at dropping off time • Selective Mutism 	<ul style="list-style-type: none"> • Encourage participation, verbal & nonverbal praise, personalise play to include child's interests. Allocate a chosen friend to play with. Interventions to support social communication • Encourage participation, organise play to include child's interests. Offer help to understand activity. Allocate a chosen friend to play with. Interventions to boost self-esteem/confidence. • Sneaky peek of the lesson before it starts. Child to help set up for the lesson. Modelling of activities/skill • Pair with a chosen friend. Place in a group of 3 (staff are mindful of pupils who have or may have elective mutism) • Differentiate activities based on interests, support with modelling. Having achievable goals. Reminding them it's ok to make mistakes. Regular check-ins with child to build confidence/give reassurance. Using a visual timetable. Consider the timings of a task. • Give parent space/time to get them into class. Give them a responsibility/job to do each morning (collecting register, handing out resources). Adult to meet & greet. Praising behaviour when pro-social • Time & patience. Conversations with parents to ascertain interests. Use sliding in techniques. Private praise. Individual action plan

Examples of Anti-social Behaviour

Examples of Anti-social behaviour	Responses to behaviour
<p>Behaviour that has a detrimental impact to themselves:</p> <ul style="list-style-type: none"> • Screaming/shouting • Self-harm • Ripping up work • Hiding under tables • Not keeping themselves safe – e.g. climbing on furniture 	<ul style="list-style-type: none"> • Using positive phrasing to de-escalate • Purposeful ignoring. If behaviour continues adult to remind child of expectations for prosocial behaviour – refer to Campton Code, class charter, class calm area, • Adult to have restorative de-brief after incident. If behaviour continues, use social story to promote pro-social behaviours. • Use circle time to promote pro-social behaviours. • Consequences to be meaningful to incident. • Adjust provision for protective consequences.
<p>Behaviour that has a detrimental impact to another child:</p> <ul style="list-style-type: none"> • Invading another child’s personal space • Verbal abuse to another child, including shouting and screaming • Defacing another child’s work • Physically harming another child • Leaving a child out 	<ul style="list-style-type: none"> • Private discussion with child about personal space – ‘An arm’s length away is a good place to stay’ • Discussion with child to diffuse situation, refer to Campton Code and remind child of class designated calm area. • Adult to have restorative de-brief after incident. If behaviour continues, use social story to promote pro-social behaviours. • Use circle time to promote pro-social behaviours. • Consequences to be meaningful to incident. • Adjust provision for protective consequences.

<p>Behaviour that has a detrimental impact on the class:</p> <ul style="list-style-type: none"> • Disrupting learning by shouting and calling out during whole-class sessions • Whilst the class is sitting on the carpet, walking through the carpet space, treading on children • Disrupting learning by damaging furniture or resources 	<ul style="list-style-type: none"> • Purposeful ignoring. If behaviour continues adult to intervene using visual cues or non-verbal cues to encourage prosocial behaviour. If behaviour continues, an adult will intervene and have a private conversation with child. • Consider position the child sits in, on the carpet. Give them a responsibility/purpose whilst on the carpet. • Pupils to be given a designated carpet space. • Adult to intervene and de-escalate situation. Consider safety of others (Do you need to evacuate classroom or remove child?). Offer opportunity to move to a space (either in the classroom or outside classroom) that will help them calm down.
<ul style="list-style-type: none"> • Defacing/ripping displays/work • Playing roughly with children on the playground • Inciting others to behave in an antisocial way • Physically hurting/harming a group of children 	<ul style="list-style-type: none"> • Offer opportunity to put things back and tidy resources/furniture. Adult to intervene and de-escalate situation. Offer opportunity to move to a space (either in the classroom or outside classroom) that will help them calm down. Child to help repair display/work. • Adult to intervene and de-escalate situation. • Offer opportunity to talk through what's happened – use comic strip conversation. • Social story in place to change behaviour to pro-social. • Adult to support/remind child of pro-social behaviour and regular check-ins with social story.

<p>Behaviour that has a detrimental impact on the school:</p> <ul style="list-style-type: none"> • Running off – leaving the classroom and running through communal areas • Difficult behaviour in assembly that disrupts • Misuse of shared / group rooms – damaging property 	<ul style="list-style-type: none"> • Use de-escalation/ distraction strategies to engage child. Private discussion with child to understand why they ran off. When ready, return them to class. Whole class discussions on safety. Social story to promote prosocial ways to express themselves. • Additional adults to support identified children in assembly. Private discussion to ascertain what they find assembly difficult. • De-escalation strategies to calm child. Use 'I wonder if...' statements. Comic strip conversations when in de-brief with child. • Consequences to repair damage/replace furniture & resources. Opportunity for child to say sorry in a way that is appropriate for them. • Include child in setting up areas to encourage respect for them.
<p>Behaviour that has a detrimental impact on the community:</p> <ul style="list-style-type: none"> • Being rude to passers-by • Road safety on a trip (running off) • Damaging the environment 	<p>Privately speak to child about comments made</p> <p>Preparation for trips – social stories to promote pro-social behaviour. Risk assessments in place. Possible use of wrist restraints. Parents invited to join trip. Reduced time on trip (parent dropping child off/collecting from venue). Higher ratio of adults – careful deployment of staff.</p> <p>Using Eco-reps as good models. Using resources from the library to promote pro-social behaviour towards the environment.</p>

<p>Endangering self/others on an offsite visit</p>	<p>Risk assessment in place. Possible use of wrist restraints. Parents invited to join trip. Higher ratio of adults – careful deployment of staff. De-escalate behaviour as safely as possible. Call to school to inform Principal. Child may be collected from trip by school staff and returned to school. Parent requested to collect child from the trip.</p>
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The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Local Committee of the Board every year.



Every learner valued, every opportunity seized, every achievement celebrated