



Comberton Village College – Behaviour Curriculum

Academic Year 2024-25

Comberton Village College works hard to educate pupils and students on the expectations of the positive behaviour policy in many ways and at various stages, such that they understand the core values of the school. This aim is to develop young people who express a sense of caring towards each other, confidence to thrive in all aspects of education – including the extended curriculum, and the capability to use their initiative to bring about positivity in all they do.

1. Clear expectations:

Through the use of pastoral and subject time, pupils are regularly reminded about the requirements to being a good citizen, modelling the school's ethos and developing themselves to be the best example of what they can be. This is routinely (no less than termly) circulated as a reviewed focus on key elements of the school's policy. The key focus document is shared with staff, pupils and families to ensure that there is absolute clarity on the key elements the school is focusing on. The focus work is identified following analysis of the behaviour data trends and ongoing strategic planning in the staff and parent working groups.

The school includes displays in the classrooms and tutor rooms which refer to these expectations. Termly reminders are included as part of main slides and introductions to new topics. These are consistently shared in departments, with a few (e.g. PSHE) which extend the classroom expectations to include the types of open discussion and debating which will cover sensitive topic areas. Pupils are given the safest possible environment to explain themselves in their learning of PSHE.

The school continues to develop the priority of child-on-child work, ensuring that the appropriate pupil education, staff training and necessary analysis and intervention is completed.

2. Social-Emotional Learning:

As a fully inclusive school, we offer specialist support for autistic pupils through our Cabin; learning difficulties through the Centre; and emotional and behavioural support through KS3&4 Support. We support all aspects of diversity found in our pupils, including the LGBTQ+ community, overseen by our Equality and Diversity lead. Personal, Social, Health Education aims to develop the knowledge and skills that young people need to be safe, healthy and to flourish as citizens in modern Britain. PSHE plays a vital role in supporting the school's mission to develop students who are caring, confident, and capable. With input from the Health-Related Behaviour Survey results, Cambs. PSHE Service and the PSHE Association, we have developed a spiral curriculum that aims to achieve this through 5 key topics areas each year – Health and Well-being, Living in the Wider World, Valuing Difference, Making Good Choices, Positive Relationships. PSHE affords opportunities to explicitly nurture pupils' personal and social skills, securing the foundations for them to thrive as adults post school.

Separate to this, we also have a structured and well established curriculum which is designed to promote oracy, literacy, socialisation and emotional intelligence. The programme is centrally coordinated by the Deputy Principal (o/s for T&L) and a structured curriculum is delivered by our tutors in each year group. This is designed to build on each year and prepare pupils for future opportunities, whilst also ensuring their personal safety remains at the forefront of their decision making.



3. Positive reinforcement:

The school has designed a multitude of ways in which young people are recognized for their excellent progress, achievement and effort. This ranges from the very basic (but most important) verbal acknowledgement given in real-time by the College staff. The development of the school's data logging also allows for more unified, centralized praise – including the use of merits, postcards and early passes. As pupils progress through the five years of education at Comberton, they are given the opportunity to experience more mature acknowledgements which are focused on subject commendations and awards.

The communications are celebrated at appropriate opportunities, initially in school between staff and children. This is also communicated to families of individual pupils to ensure that this can be reinforced as part of the family-school partnership.

Through a process of selection, pupils can be given the right to meet with the Principal, enjoy an early pass to break or lunch for a five day period.

The school maximises every available opportunity to celebrate pupil achievement, which includes the community celebration opportunities. We periodically have celebration assemblies for individual year groups and annual final assemblies (multiple year groups together), which both include opportunities for achievement and progress recognition to take place.

4. Consequences for misbehaviour:

Through the deployment of our positive behaviour policy, all staff are empowered to promote positive behaviour, to ensure the learning experiences are maximized – whenever possible. There is a clear, detailed and stepped approach to managing outcomes for poor behaviour. This starts with verbal admonishment as the starting point to every behaviour incident. Where positive learning is to be effectively developed, the relationship and trust between pupil and teacher is fundamental. At the furthest extreme of the consequence ladder, we have sanctions which are in line with Department for Education guidance. The school doesn't look to permanently exclude pupils from education, but will exercise the right – where appropriate. The use of managed moves, respite placements and alternative provision will all be considered as supportive approaches to these extremes of behavioural presentation.

Within the classroom, teachers and TAs are equipped to be able to issue warnings, centralised sanctions – which are in line with the ethos and expectations set by the school. As previously stated, the expectations and consequences are clearly presented and regularly reminded to all relevant stakeholders.

School leaders at Comberton Village College work hard to ensure that there is a significant positive bias on communications, which typically sees a ratio of 9:1, positives to negatives in a given academic year. This typifies the overwhelmingly positive behaviour the pupils present at Comberton Village College.

5. Teaching of social skills

The school's ethos focusses on three simple words (Caring, Confident and Capable), which if applied effectively, will bring about positive social skill development amongst our young people at Comberton.

As part of the teaching of the ethos, the school actively phrases actions for young people to understand as target/desirable behaviours. For example:

- CARING: Many acts of kindness everyday
- CONFIDENT: Build-up, don't put down
- CAPABLE: Try and then try again

In addition, the school has a very clear framework of child-on-child training which equips staff with examples of how to intervene on social situations which don't match the expectations of the school's code of conduct.



These are known as ‘calling out’ disruption phrases, which staff have been trained to use when behaviour of young people doesn’t align with the positive ethos of the school. During these interactions, a child would reasonably expect to be challenged on the phraseology/nature/victim’s feelings. These are also built on a stepped approach, such that child-on-child behaviours can be recorded, tracked and intervened where pupils demonstrate more extreme and undesirable behaviours.

At Comberton Village College, we have maintained strong pastoral structures, which provide a number of channels for positive behaviours to be nurtured, expectations to be delivered and support to be provided – where appropriate. In the relevant cases, this could include referral to EHA support, a journey to securing a diagnosis or consideration for our inclusion (where relevant criteria have been met). Much of these will bring about the necessary additional support a child may need to achieve in education.

As part of being a fully inclusive school, we openly teach all young people to have a welcoming and inclusive mindset within our community. We overtly educate pupils through our planned assemblies and pastoral time, about the importance of understanding SEND and the presentations this may include. We also actively include features in the school day which are reasonable adjustments to support some of the sensory needs of those with a formal diagnosis. This is designed to cater for the needs of a young person, but also to support the understanding of what challenges others may face. We aim to equip young people with the social skills to navigate these situations with a well-considered and caring approach.

Comberton Village College is also proud to be able to offer such a breadth of extended curriculum and enrichment opportunities. These are designed to cover a range of interests and abilities, with many offering competition or representation at a school, local or national platform. The school prides itself on extending opportunities to all pupils to breakdown barriers for disadvantaged pupils, as well as those who might need additional support for reasons of SEND. We are of the belief that engaging young people into these opportunities can bring about amazing determination, creativity and resilience. Pupils are able to be proud of their own and the wider school achievements – which further enhances the sense of community which the College benefits from.

6. Peer support programs:

The school is very fortunate to have a strong support structure through mentoring and leadership. There are multiple opportunities from Year 8 through to Year 13, whereby pupils work together to create a support network for each other. Younger pupils are steered through structured reading, mentoring, or subject specific leadership. Pupils benefit from seeing the modelled behaviours of their older peers, whilst the older pupils and students hone skills which become invaluable attributes, to engage in future careers and interests. The breadth of opportunities available to young people does mean that they can apply for opportunities which vary from directly pupil facing, to adult facing or more remotely to work on projects and initiatives. Each one of these add huge value to the educational experience of their peers.

7. Restorative practices:

The school has a long-standing history of offering restorative opportunities for child/child and child/adult relationship breakdowns. Through the very structured child-on-child programme, we have built a structured process, led by trained restorative justice leads, to support the building of more positive relationships. This is managed in a stepped approach which seeks to secure the commitment from all parties to want to restore a positive relationship. At low levels, pastoral staff will typically take a lead and support the mediation between groups of individuals. Where the situations are more volatile/serious or linked to a sequence of behaviours



(suggesting bullying), the victim is empowered to have a voice in which the perpetrator can understand the true impact of their behaviour.

As a minimum, we aim to restore a civil relationship between individuals – although in many cases it does return to full friendships and the prospect of a healthier understanding and respect for one another.

Restorative justice does include some escalation for those repeating behaviours crossing a range of issues, with each one having a tailored self-reflection form to be completed. This forms the basis of the conference discussions and is used to refer to the emotions and feelings of individuals. At all times, we focus on the Caring, Confident and Capable principles to ensure pupils continue to develop their personalities, whilst also showing respect for each other.

Families are continually kept abreast of the proposed conferences, targets to be achieved and summaries of outcomes – once completed. The success rate of positive restorative discussions is high, with very few requiring multiple sessions to develop their understanding of core values.

8. Parental involvement:

At Comberton Village College, we recognise the vital role that parents play in developing young people and promoting the desired behaviours within a community. Central to this is the effective communication between home, school and the child. At regular intervals, pupils are praised and rewarded for their positive behaviours in school. This is communicated through various digital channels, ensuring that positive reinforcement can take place in the home too.

We do understand the need for in-person discussions, when pupil behaviour is not of the high standard which is expected of them. We work in partnership with parents to explore potential reasons behind these behaviours and look to offer support and intervention, with the aim to improving the overall educational opportunities for a child.

In an ongoing effort to further our behaviour related policies and approaches, we work with parents to understand the impact our decisions will have on an individual or group of pupils. It is through this hugely valuable partnership, we are able to reach a workable policy, which considers the well-being and needs of the child and is consistently supported by the home settings within our school community.

9. Continuous evaluation and improvement

In order for the College to quality assure our approach to building positive behaviours in both learning environments and the wider community, a process of regular pupil survey work is undertaken. Through this, we are able to ascertain areas of progress and areas which require furthering, responding to an evolving society that the school draws from. A team of staff work as part of a steering group for behaviour, whereby results from the survey and the daily experience of school are combined to identify target improvement areas. These change with the focus national priorities, local need and the evolving world of employment skills. The development of staff is managed through a well structured CPD programme, which explores a range of different pedagogical strategies. Through a process of peer coaching and performance development processes, staff are able to have open dialogues regarding the impact their focus is having on their teaching environments.



In line with national expectation and Trust focus, our school development plan will also feature an element of behavioural focus. It is expected to target the areas of key need and look to generate positive impact on progress, attainment and the desirable characteristics of a person.

Key reference documents:

[Positive behaviour policy](#)

[Code of conduct](#)

[Child on child policy](#)

[Exclusion Policy](#)

[Key messages document - Pupils](#)

[PSHE curriculum road map](#)

[Personal Development and Character development documents](#)