



## Behaviour Policy

Updated 06-15  
Prepared by: JH/SCC

Next Review 06-17  
Approved by: TD

### **This policy applies throughout the School from EYFS to Year 6.**

Everyone in our School community is important and valued; representatives of every part of the School have contributed to this policy and agree that it describes the behaviour to which we aspire. All new full time, part time and volunteer staff are familiarised with the policy before they begin work at the School.

Children learn most effectively when the environment is generally calm and orderly and where good standards of behaviour are the norm. A clear code of conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere will support this.

### **Aims**

- To identify the roles and responsibilities of members of the School community in encouraging and promoting good behaviour
- To identify the roles and responsibilities of members of the School community in discouraging unhelpful behaviour
- In particular, to eliminate bullying behaviour. This is specifically dealt with in our Anti-bullying Policy

### **Objectives**

- To establish and share class and School rules
- To maintain and promote a sense of responsibility for positive behaviour (described as **Green** and **Gold**) wherever possible
- To agree a shared understanding of what we consider to be unhelpful behaviour (described as **Red**)
- To agree a range of rewards and sanctions and how they should be used
- To establish a fair and consistent approach across the School

### **The Cavendish School Golden Rules**

These are an inherent part of our daily lives as members of the School community and are prominently displayed in all classrooms and around the School:

- 1. Treat others as we would like to be treated**
- 2. Be kind**
- 3. Listen to others**
- 4. Respect others' belongings**
- 5. Share**
- 6. Forgive**
- 7. Try to be our best selves**

## **Traffic Light System (Appendix)**

We have a consistent visual display in all classrooms for pupils and teachers to refer to in Key Stage 1 and 2. A similar system has been adopted in the EYFS.

## **Behaviour Records**

Records of unhelpful behaviour and how it is dealt with are maintained in Shared Staff folders.

## **Classroom Rules**

These may be devised by individual classes with their teachers and displayed in the relevant classroom.

## **OUR SYSTEM OF REWARDS**

### **Annual Shine celebrations**

- At the end of the Summer term teachers co-ordinate a summary of the year
- Parents of each year group are invited to join us
- All pupils take part in aspects of the celebration
- Each pupil receives recognition for his or her achievement, progress or effort in an academic or extra-curricular area and this is recorded on a certificate
- Special prizes may be awarded for a variety of subject areas and achievements

### **Other opportunities for celebrating**

- Weekly class assemblies (classes produce one each term)
- Names written in the Golden Book, badges presented in assembly and recognition on the Achievement Tree
- Presentation of music or other certificates in assembly
- Musical evenings and concerts
- Drama productions
- Our annual Sports Day

### **Class officials and other posts of responsibility**

Each term the following posts are elected:

- A Head Girl and House Captains (from Year 6 classes)
- Form Captains and Vice-Captain positions in Years 2-5 and in the Summer term for Year 1
- A Sports Captain in Years 2-6 and in the Summer term for Year 1
- Librarians in Years 3-6
- Eco Reps for Years 1-6
- Junior Travel Ambassadors Years 5 and 6
- The elections are usually by secret ballot within each class for pupils who have not previously held posts until everyone who wants to has had a turn

- Head Girls, House Captains, Form Captains, Vice-Captains, Sports Captains and Librarians wear relevant badges
- Appointments may be made to other positions of responsibility
- Lists of class officials are displayed around the School each term. A copy of this list will be kept in a folder in the School Office
- Repeat posts are not allowed until Year 6, i.e. each term should see an entirely new set of class officials

### **Rules for specific areas of School life**

- Pupils should arrive punctually into the School playgrounds by 8.25am
- Clearly labelled items of school uniform appropriate to age and activity should be worn
- Plain metal stud earrings are the only jewellery which may be worn at School
- Hair longer than shoulder length should be tied back and only black, brown or dark green hair accessories worn
- Shoes should be plain, flat, black or brown leather with closed toes
- Unless following a specific request all toys and other personal belongings should be left at home
- A healthy snack of fruit, vegetables or plain biscuits can be brought to School for breaks (Years 1-6)
- If pupils will be absent due to illness or emergency the School Secretary should be notified in the School Office by 9.00 am
- If parents would like medicines to be administered at School, the in-date medicine, with written instructions, should be left in the School Office
- Parents must request prior permission from the Head for absence during School time
- For safety reasons dogs should not be brought into the School or to School functions in or out of School
- If parents would like pupils to travel to or from School unaccompanied this must be cleared in writing with the Head and any named mobile phones and electronic devices are left at the School Office during the day

### **Sanctions**

We are fortunate that we rarely need to progress very far down the following list:

- The early warning look
- A verbal warning with a private discussion of the unhelpful behaviour
- A second warning mentioning withdrawal from specific activities as a consequence
- Some form of reparative activity
- In EYFS classes may use a Thinking Chair positioned away from other children
- Withdrawal from activities, sometimes with purposeful tasks to fill the time with either the class teacher, the Head of Early Years, the Deputy Head (Pastoral) or the Head
- Sending to the Head (ensure that the Head is available to see the child except in cases of great urgency. The child should be accompanied by a member of staff, never another child, but another sensible child can be sent to the office with a note requesting assistance)

- A contract of behaviour may be drawn up with older children, or a daily Report chart or book may be used.
- Temporary or permanent exclusion

### **Handling and restraint**

- It is against the law to physically chastise children
- Physical restraint should only be used if by not doing so would result in immediate physical harm to themselves or others
- All physical contact with children should be within the reasonable boundaries of a caring parent. Physical contact (hand holding, hug, back rub etc.) should be invited or instigated by the child or permission sought by the staff member, unless there is a good reason why this is not the case such as comforting a child who is very upset or badly hurt.
- Please see Physical Restraint Policy for further information

### **Incidents of children hurting each other/serious incidents**

Children can argue, squabble or disagree with each other and sometimes this can lead to unkind things being said and/or pushing and shoving and, rarely, biting or scratching. Staff on duty have to make a distinction between what constitutes unpleasant, but not exceptional words or actions which can be dealt with at the time, and when unpleasant behaviour is more serious. When it becomes more serious it then becomes the concern of the class teacher and possibly the parents of the children involved.

If children cause any significant injury to feelings, or any injury to another child's body, this is **serious** and the class teacher should be informed as soon as possible and no later than at the end of the lesson or break period. If the incident is in the **serious** category, the class teacher should consult as soon as possible with the Head or the Deputy Head (Pastoral) as to the most appropriate way to proceed. If parents are to be contacted, it is essential that this takes place as soon as possible after the incident. We should not wait to tell parents of their child's emotional or physical injury until pickup time or later.

### **Serious disciplinary offences**

Where a child's behaviour causes serious concern, teachers will normally consult the Head. Between them they will decide on the future course of action.

- Parents may be invited to a meeting, informed and asked to assist in correcting behaviour. The first meeting may be with the class teacher if the problem can be contained easily, otherwise with the Head
- In cases where wilful, malicious physical attack has been made on another child (e.g. biting, causing marks) and the child is deemed old enough to appreciate the wrong, the parents should be contacted immediately and the child sent home for the rest of the day
- Physical restraint of pupils may be used to prevent a pupil harming him or herself or others but this would where possible be carried out by the Head of Early Years according to our Physical Restraint Policy
- There are no circumstances where corporal punishment is used at the School
- For the overall protection of the other children and the good of the School, we reserve the right to temporarily or permanently exclude any child whose behaviour has persistently caused grave concern and who has not responded to the usual discipline procedures. The Governors will normally be informed should this occur

## **Appeals against exclusion**

The School will always offer the right of appeal to any pupil excluded from the School. Any appeal against exclusion will be dealt with under Stage 3 of the School's Complaints Policy, and should be made in writing to the Head within one week of the pupil's exclusion.

## **Monitoring, evaluation and review**

Pupils, staff, parents and Governors have contributed to the writing of this Policy and feedback from all parties will be taken into consideration when it is annually reviewed.

## **Linked Policies**

- Anti-bullying Policy
- Complaints Policy
- Physical Restraint Policy
- Safeguarding and Child Protection Policy

## Appendix

### Traffic Light System

#### Living our Golden Rules – all day, everyday

1. Treat others as we would like to be treated
2. Be kind
3. Listen to others
4. Respect others' belongings
5. Share
6. Forgive
7. Try to be our best selves

<b>GOLD</b>	
Outstanding positive behaviour	
<b>GREEN - BEHAVIOUR</b>	<b>REWARDS</b>
<b>Respect</b> <ul style="list-style-type: none"><li>• Act kindly</li><li>• Listen when someone is talking</li><li>• Be polite at all times</li><li>• Take care of <b>all</b> property and the School environment</li></ul>	<ul style="list-style-type: none"><li>• Smiles, verbal praise and recognition</li><li>• Stamps and stickers</li><li>• Public acknowledgement</li><li>• Sharing good work and behaviour</li><li>• Displaying work</li><li>• Weekly awards of badges</li><li>• Certificates of Achievement</li><li>• Work and Certificates shown to the Head</li><li>• The achievement tree records the award of badges</li><li>• Positive feedback to parents</li></ul>
<b>Responsibility</b> <ul style="list-style-type: none"><li>• Think before you act</li><li>• Move sensibly and safely around the School</li><li>• Put things back where they belong</li></ul>	
<b>Integrity</b> <ul style="list-style-type: none"><li>• Tell the truth</li><li>• Tell the teacher when something happens</li></ul>	
<b>Excellence</b> <ul style="list-style-type: none"><li>• Try your best at all times</li><li>• Have-a-go</li><li>• Take pride in your work</li></ul>	

**AMBER - CHOICES**

Stop the behaviour you are doing and return to **GREEN**

**OR**

Receive consequences for your behaviour.

**CONSEQUENCES**

- A warning look
- A verbal warning with a private discussion about the unhelpful behaviour
- A second warning mentioning withdrawal from specific activities as a consequence
- Some form of reparative activity
- Withdrawal from activities sometimes with purposeful tasks to fill the time with either class teacher, Head of Early Years, Deputy Head (Pastoral) or Head
- Sending to the Head
- Parents may be involved
- A Report chart or book may be used

## **POLICY INTO PRACTICE IN THE EYFS**

The named practitioner responsible for behaviour management in EYFS is Isobel Boyt, Head of Early Years.

### **Rationale**

New members of the School EYFS Team need to understand how to effectively implement the Behaviour Policy in the EYFS. This Policy into Practice section aims to identify frequent situations teachers will encounter and will give clear guidelines as to how to manage behaviour appropriately.

### **Aims**

- To identify the roles and responsibilities of the EYFS Team in encouraging and promoting good behaviour
- To identify the roles and responsibilities of the EYFS Team in discouraging unhelpful behaviour

### **Objectives**

- To ensure that staff manage behaviour consistently in the EYFS
- To maintain and promote a sense of responsibility for positive behaviour management wherever possible
- To agree a shared understanding of what we consider to be unhelpful behaviour, as staff, student teachers and pupils
- To understand that the management of individual children's behaviour will depend very much on their particular developmental level
- To understand that all behaviour management is consistent with the kind and caring ethos of the School
- To ensure that the methods of behaviour management in the EYFS are consistent with the whole School approach

### **The Cavendish School Golden Rules**

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### **Handling and Restraint**

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- Please see Physical Restraint Policy for further information

## Behaviour Interventions

Behaviour management can fall under one of three headings:

1. **Proactive interventions:** are those which address a child's need before the problems arise. If proactive interventions are effective, challenging behaviour should decrease.
2. **Active interventions:** if needs are not met, difficulties begin to emerge as warning signs. Active interventions are designed to help children become calm so that needs can be met.
3. **Reactive interventions** - deal with challenging behaviours as they occur.

Proactive	Active	Reactive
Acknowledge levels of development and plan accordingly Provide opportunities for calm peaceful activities Communication e.g. open question time for response, chunking information, clear instructions, positive phrasing Environment e.g. clear structure of the day, organisation of furniture resources Physical needs Quality of intervention Viewing the world from the child's perspective Use of circle time to explore Themes, modelling and rehearsing alternative behaviours Choice Listening techniques Sensitivity Empathy	Modelling Praise/rewards Planned ignoring Eye contact Close proximity Proximity praise Fixed choices Limitation of space Body posture Gesture Redirection Distraction Reassurance Understanding Humour One-to-one calming techniques: identify, reflect, empathise, reassure, redirect, praise	Divert and distract Interpositioning Enlist the help of others Remove other children from the vicinity Remove the child using touch support Sanctions linked to events e.g. time out

## Behaviour Expectations

- Pupils should arrive at School at 8.25am and their parents or carers are welcomed into the class until assembly time. Children whose parents are not able to settle their children during this time might require particular attention or reassurance
- Children brought in later than 8.25am miss the settling in time, which can be very disruptive for them as the rhythm of the day is spoilt
- Clearly labelled items of School uniform appropriate to age and activity should be worn
- Unless following a specific request all toys and other personal belongings should be left at home although in practice children new to the School may find it reassuring to bring in familiar objects from home. This is at the discretion of the Nursery leader or Reception teacher
- Children are encouraged to bring in a healthy snack of fruit or vegetables for morning or/and afternoon break. Often children come into School with a more substantial snack; this is fine provided it does not contain anything with nuts, large amounts of sugar or salt. Chocolate, sweet biscuits and crisps are strictly prohibited

## **Our System of Rewards**

- Young children respond very well to smiles and positive gestures as well as enthusiastic and supportive staff
- Young children thrive on praise and should be routinely praised for all positive behaviour, for application and for attainment
- Young children enjoy a teacher holding up individual children's work (with their consent) and drawing the class's attention to it with accompanying praise
- Showing children how their work is sampled in their profile books, showing them their image in the digital camera or on the class's computer
- Positive feedback to parents should only be given to parents or carers by student teachers if they have a clear overall understanding of the child's development and have been encouraged to do so by the Nursery leader or Reception teacher
- Some children respond positively to 'secret signs' that both they and the staff understand as an acknowledgement of achievement e.g. thumbs up sign
- Stamps and stickers are nearly always appreciated by young children
- Reception teachers may employ a 'sad and happy list' (speak to Head of Early Years for an explanation of how this works in practice)
- Children can be invited to show their work or have their work described to another teacher
- Children can be given roles of responsibility, such as collecting or delivering the register in Reception and accompanying adults to do the same in Nursery
- Children may have their names written in the 'Golden Book' and have their names read out and receive a badge in Friday's assembly. This applies to Nursery children in the third term and children in Reception

Note: some children will respond well to having their hand shaken or being cuddled, if appropriate, but not all children. You can only make a judgement as to whether any form of physical contact is an appropriate reward when you know a child very well.

## **Behaviour Management**

- Managing young children's behaviour requires a detailed knowledge of the individual child and particular circumstances that might affect their behaviour. In order to know what will be effective students and support staff should take their lead from the Nursery leader or Reception teacher with whom they are working
- When behaviour requires more than cursory management, the Nursery leader or Reception teacher should take responsibility for behaviour management strategies, and these should be discussed with her team so that there is a consistent approach at all times for individual children, although these strategies may differ from child to child
- If Nursery leaders or Reception teachers cannot find effective strategies to modify behaviour then they should talk to the Head of Early Years
- If staff feel it appropriate to talk to parents about persistent problems with managing individual children's behaviour then Nursery leaders or Reception class teachers should talk to the Head of Early Years before doing so to ensure that she is aware of the situation

## **Steps for solving problems and resolving conflicts**

### **1. Approach calmly**

Observe as you approach and do so from the side without speaking, do not be confrontational. Prepare yourself for a positive outcome. Be aware of your body language. It is important to be neutral.

## **2 Acknowledge feelings**

Identify the child's feelings: *You seem angry, upset sad*. You can also reflect on the intensity: *very, very upset*. Offer reassurance: *we can work this out*.

## **3. Gather information**

Explain to the children that you want to hear from each of them. Ask them open-ended questions that help to describe actions, or materials – **not** *why did you do that?*

Listen carefully to details. These can be the key to finding the solutions.

## **4. Restate the problem**

Clarify any issues by asking for more details and reframing any hurtful language used by one child to another child, e.g. *You can't play because I hate you* can be reframed as *You seem very angry - do you want to play on your own?* Check with the children that they agree that you have identified the problem.

## **Ask for ideas for solutions and choose one together**

Respect all ideas and contributions even if they seem unrealistic. Help children to think through cause and effect to enable general solutions to become concrete and possible to do.

Be prepared to give follow up support. Children may need help in implementing solutions, Check if problems have been solved.

## **Biting, scratching and other injuries**

Occasionally children will bite and scratch other children. If the skin is broken or bruising results our policy is to communicate this incident to the parents of both the perpetrator and the injured child. We should work closely with parents when dealing with such situations and agree on an appropriate course of action.

## **Behaviour Management and the School Ethos**

The School prides itself on the caring, nurturing and gentle environment it provides in the Nursery and Reception. This ethos should be reflected in the way that all adults in the setting deal with unhelpful behaviour. Teachers should model the behaviour they expect from the children. However, different strategies will be appropriate for situations and different locations in the School.

### **In the Dining Room**

There should always be at least two children sitting together from the same class on each table unless specific behaviour issues are being addressed.

If the children are very loud, do not raise your voice to ask them to *be quiet*, find another strategy, such as:

- Repeated patterned clapping to get their attention
- Praising individuals or groups of children for being quiet
- Tapping a note on a tuneful musical instrument
- Offering stickers to the quietest table
- Suggesting a reward for quietening down to the noisiest children

- Reverse psychology is effective with some children
- A child can be placed with older or younger children

Children should be praised for both good table manners and social interaction, and rewarded with Friendship or Healthy Eating stickers.

If children are using their knives and forks inappropriately:

- Praise or give stickers to children sitting next to them who are using them appropriately
- Say to the group of children sitting close by to them how impressed you are with their table manners and give the child a few seconds to become part of that group
- Replace metal cutlery with plastic cutlery if the cutlery is being used to threaten or dangerously

Children should not be placed on a separate table by themselves. Many young children do not have the capacity to reflect on their behaviour, so they will perceive themselves as being punished if separated from a group, which is unhelpful. They may be separated from the group temporarily if being talked to on an individual basis by a member of staff.

### **In the playground**

It is the duty of the teachers to monitor children in the playground to ensure their safety and to observe and record their learning and development outside. Outside interactions, play and learning are no less a valuable part of the School day than learning in the classroom. When in the playground, staff should, where possible, always have their backs to a wall so that the whole playground is in their sight lines.

- Children should be taught how to use the equipment safely at the beginning of the year or if they are new to the School
- Staff should ensure that all children have an equal opportunity to use the bikes and cars and should monitor their use by certain children who may monopolise them. All children should be encouraged to use them
- Some children may run about or use the bikes or cars recklessly, or they may throw resources or be overly physical without regard for other children's safety: in the first instance staff should approach that/those child/children, get down to their level, make eye contact and explain to them how their behaviour negatively impacts on other children. They should also explain that because every child has a right to feel safe at School, if they continue that behaviour they will not be allowed to carry on riding the bikes, use the resources, etc.
- If the behaviour continues they should be asked to sit on the bench for a maximum number of minutes as appropriate for their age so that everyone can relax and be safe. After the appropriate number of minutes, a brief discussion should ensue about how the children are going to behave and they should be free to return to their play.

### **In the Classroom**

Reception teachers and Nursery leaders should use their own professional judgement to manage behaviour provided it is in line with this policy and supports the ethos of the School.