



Behaviour Policy

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Approved by: Governors

This Policy applies throughout the School from EYFS to Year 6.

This policy responds to the Independent Schools Standard Regulations 2014, which require all schools to have a behaviour policy that is available to all parents/carers and prospective parents/carers. It also responds to the DfE's Behaviour in Schools (2022) guidance, as well as the Suspension and Permanent Exclusion guidance (2023), ensuring alignment with statutory expectations.

The school also acknowledges its duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs and disabilities. This includes the duty to make reasonable adjustments for pupils with SEND to ensure they are not disadvantaged by policies or practices, including behaviour policies.

Policy statement

The Cavendish School strives to build a nurturing and caring ethos, which permeates our school environment. Our behaviour policy places relationships as the cornerstone for our pupils to thrive, both academically and in relation to their wellbeing.

Underpinning the Behaviour Policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this, we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our pupils confidence in their capacity to think for themselves and to make sense of their own lives and experiences, beyond school and into the 'real world'. We also aim to equip pupils with the social and emotional skills required to make positive behaviour choices and to build respectful relationships.

We recognise that effective education can only take place in a calm, safe and supportive environment, which our pupils want to attend and where they can learn and thrive.

Communicating the school policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents/carers, and staff, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

Our aims

- To ensure that all members of the school community feel safe
- To prevent bullying in all its forms
- To teach respect for individuals and the understanding that we are all different
- To value and celebrate the diversity of our School and to promote equality and challenge discrimination in all its forms

- To encourage relationships between all members of the school community that facilitate effective learning
- To allow our pupils to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others
- To teach our pupils how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood
- To develop in all pupils the ability to listen to others, cooperate and appreciate other ways of thinking and behaving
- To encourage pupils to be good ambassadors for the school and to have respect in all their actions in relation to the wider community, i.e., beyond the school gates
- To ensure a culture of high expectations for behaviour is consistently maintained throughout the school, including during off-site visits and online interactions

Purpose of the Behaviour Policy

To provide guidance to staff and pupils that can be:

- Easily understood and used
- Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy
- Monitored and evaluated as part of a plan-do-review cycle, with input from staff, pupils, parents/carers and governors
- To establish a fair, age-appropriate and consistent approach across the School
- To work collaboratively with parents/carers in supporting positive behaviour and to find resolutions to challenging behaviour

The school is responsible for responding to the needs of the community it serves and for developing effective policies and guidelines. The Senior Leadership Team (SLT) are responsible for being highly visible, regularly engaging with pupils, parents/carers and maintaining the behaviour culture and an environment where everyone feels safe and supported. The Deputy Head (Pastoral) takes lead responsibility for the implementation of the Behaviour Policy.

All staff have a responsibility to model high expectations of behaviour and respond consistently to both positive and negative behaviour. Staff will be trained to implement the policy fairly and confidently, with appropriate escalation processes.

A whole-school approach to behaviour

The Cavendish School ensures that high standards and expectations of good behaviour pervade all aspects of school life, including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

The consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some pupils may require additional support to meet a school's behaviour

expectations. This support may include reasonable adjustments, individual support plans, or referrals to internal or external support services.

By having simple, clear and well-communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour is managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

The Cavendish Ethos

The Cavendish School acknowledges the need to take a positive approach to pupils' behaviour and their emotional and behavioural development.

We follow a trauma-informed and attachment-aware approach, recognising the impact that early experiences and unmet needs can have on behaviour. This informs our interventions and responses, especially for pupils with adverse childhood experiences (ACEs), SEND or mental health needs.

We believe that all behaviour is a form of communication and that feelings drive behaviour. Our motivation for leading with a positive approach wherever possible is to unearth the underlying cause of the behaviour and to move forward with co-constructed ideas for repairing a situation.

Behaviour systems and rewards will be adjusted to meet the needs of the pupil, be it SEND, age, or disability.

Positive relationships, built on trust and respect, are key in adults being able to facilitate restoration. These relationships should be developed, reinforced and maintained for that trust to build and for positive outcomes to be achieved. These relationships will be key to identifying and meeting whatever need is being communicated through their behaviour.

The school's Behaviour Policy addresses the following:

- The Cavendish Golden Value/Class Pledge
- Celebrations of achievement and rewards
- Sanctions and consequences
- Behaviour expectations and pupils with special educational needs and/or disability (SEND)
- Online behaviour
- Playtimes
- Behavioural expectations beyond the school gate
- Bullying
- Positive handling and use of reasonable force (see separate policy where applicable)
- Suspensions and permanent exclusions

Child-on-child abuse

- Child protection
- Equality of opportunity
- Racial harassment
- School trips, fixtures and visits

The Cavendish Golden Value

The Cavendish School's Golden Value is referred to and followed by everyone and is displayed in all classrooms around the school. At the beginning of each term, there will be a whole school and Early Years assembly to reiterate expectations.

The Golden Value is: **Treat others as we would like to be treated.**

In order to follow The Golden Value, pupils are reminded to:

- Be kind
- Know when to listen
- Respect
- Be generous
- Forgive
- Try to be our best selves

The Cavendish value has been devised by the pupils in School Council and chosen in recognition of a positive and caring ethos that promotes appropriate behaviour and raises self-esteem. To support our Cavendish Golden Value, each class must also establish its own rules, routines and expectations, which should be agreed upon and displayed in the classroom at the start of each academic year.

A poster of the Cavendish Golden Value and a Class Pledge should be clearly displayed in every classroom.

Some pupils may find the Cavendish Golden Value challenging to follow consistently on a daily basis. These pupils have other systems available, tailored to their needs, to encourage and motivate them, e.g., class-based reward systems, positive phone calls/emails home, behaviour charts, etc.

Celebrations of achievement and rewards

All pupils will receive appropriate commendation and rewards for achieving their own personal targets in learning and behaviour.

Good work and behaviour in classrooms and around the school will be rewarded with praise (verbal and/or written) and encouragement. Written accolades may be sent home via praise postcards from the Head or a member of the pastoral/teaching team. Exceptional work will receive public recognition in assemblies/displays.

See Appendix A - celebrations of achievement and rewards.

Sanctions and consequences

Consequences for unacceptable behaviour should be made clear to all pupils. These must be applied consistently, fairly, and proportionately, in line with the pupil's age, stage of development, and any special educational needs or disabilities. Emphasis is on the pupils being supported to repair and restore relationships and take responsibility for their actions. The school recognises that some behaviours may indicate unmet needs. In such cases, additional assessments may be carried out to determine whether further support is required. Our pupils will be helped to understand that with

support, they can manage strong feelings in a way that enables them to continue to follow The Cavendish Golden Value.

A graduated response to behaviour allows staff to support our pupils according to their current level of need. Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

Any pupil displaying inappropriate behaviour should be addressed and sanctions may be imposed in order for them to recognise this and make amends. Every effort will be made to resolve issues verbally and by reasoning in the first instance. Inviting pupils to empathise and understand why their behaviour is unacceptable should always be the starting point and any sanctions applied should be appropriate and applied with the aim of developing learning.

All members of staff may apply sanctions that are fair, reasonable and do not breach any other legislation. The use of sanctions should reflect the severity of the behaviour, take into account individual circumstances, and follow school guidelines. Staff must also record serious incidents and any resulting actions in line with safeguarding and behaviour monitoring procedures. The graduated response can be overridden by more serious behaviours. A list of sanctions and consequences can be found in Appendix B.

A flow chart, visually representing the monitoring, actions and escalations of unacceptable behaviour, can be found in Appendix C.

No form of corporal punishment, nor the threat thereof, is permissible at The Cavendish School or at any event involving Cavendish School pupils, whether or not within the school premises.

Corporal punishment by school staff is illegal in all circumstances. Reasonable force will only be used when necessary to prevent a pupil from harming themselves or others, causing serious damage to property, or seriously disrupting school order. Staff will follow the guidance set out in the Department for Education's Use of Reasonable Force in Schools (2013) and the school's Physical Restraint Policy. Physical intervention may be appropriate in exceptional circumstances to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person, including the child. The Physical Restraint Policy gives further detail. Reasonable force is outlined therein.

Corporal punishment is defined as;

"Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation"

See Appendix B - sanctions and consequences.

We follow a trauma-informed and attachment-aware approach, recognising the impact that early experiences and unmet needs can have on behaviour. This informs our interventions and responses, especially for pupils with adverse childhood experiences (ACEs), SEND, or mental health needs.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The School's whole-school approach has been designed to meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The School makes reasonable adjustments to the parameters laid out in its Behaviour Policy for pupils with SEND requirements. Tracking a pupil's pattern of behaviour – for example, large numbers of behaviour incidents for disorganisation – may also assist the School in identifying an additional learning need in a pupil. Our Neurodiversity Team regularly provide staff with guidance and strategies for supporting neurodivergent children and young people. Equally, it will not be assumed that because a pupil has SEND, it must have affected their behaviour on a particular occasion. Judgments will be made with reference to the Equality Act 2010. Sanctions and disciplinary measures will be applied fairly and without discrimination against pupils with SEND or protected characteristics, with reasonable adjustments made as necessary.

Online behaviour

Pupils will be encouraged to adhere to all of the School's behaviour guidelines, whether they are working online or offline. This includes following School behaviour guidelines when accessing learning remotely. Please see our IT and Acceptable Use Policy and Online Safety Policy for more information. Online behaviour outside school that impacts the well-being or safety of pupils or staff may be subject to sanctions under this policy, in accordance with Department for Education guidance.

Playtimes

Pupils should always approach an adult in the playground if they feel unable to resolve an issue in an appropriate manner. Pupils will be supported and any issues given attention, then fully investigated. Pupils, however, should never come back into the building unless they have been given permission to do so by an adult.

A member of SLT will be available on-site throughout key points of the lunchtime period.

Staff will follow the following guidance during playtimes:

1. Reminders must always be given before action is taken so that the pupil has an opportunity to modify their behaviour
2. If a reminder is deliberately ignored, the pupil should 'shadow' the adult for 5 minutes giving an opportunity for discussion
3. If the pupil is unable to modify their behaviour, they will be escorted to the pastoral office for a discussion with the Deputy Head (Pastoral) or another member of SLT. However, this does NOT apply to Early Years. These pupils should instead hold an adult's hand for five minutes as an opportunity to calm down and receive reassurance

As in the classroom, this graduated response can be overridden by more serious behaviours. See Appendix B.

CCTV

CCTV systems are installed in our premises for the purpose of enhancing the security of the building and its associated equipment as well as creating a mindfulness among the occupants, at any one time, that a surveillance security system is in operation within and/or in the external environs of the premises during both the daylight and night hours each day.

All authorised operators and members of SLT with access to images are aware of the procedures that need to be followed when accessing the recorded images. Members of SLT and the site team with access to the images may view footage for the purposes of:

- Promoting the health and safety of staff, pupils and visitors as well as monitoring student behaviour
- Preventing bullying
- Ensuring that the School values/rules are respected so that the School can be properly managed

Recognisable images captured by CCTV systems are 'personal data'. They are therefore subject to the provisions of Data Protection Legislation¹.

Footage and images from the system (including from the visitor management webcam) will be stored for 31 days and then automatically overwritten unless the School considers it reasonably necessary for the pursuit of the objectives outlined in the CCTV Policy, or if lawfully required by an appropriate third party such as the police. Please refer to the School's CCTV Policy and Privacy Notice for more information. Access to CCTV footage will be limited to authorised personnel only, with clear audit trails for viewing and disclosure in line with Data Protection Legislation.

Pupil mobile phones

Pupils in Year 6 are allowed to bring mobile phones into school if they have been given parental permission to walk home alone. Phones are switched off, handed into the school office and returned at the end of the day. Any attempt to use a phone in lessons or to take illicit photographs or videos will lead to a sanction and the withdrawal of the ability to do so. Important messages and phone calls to or from parents can be made at the school office, which will also pass on messages from parents to pupils in emergencies. Mobile phones are not permitted on school trips, including residential visits.

Behavioural expectations beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school-organised or school-related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in the school. Examples of this may include:

¹ ¹ "Data Protection Legislation" means any data protection legislation from time to time in force in the UK including the Data Protection Act 2018 and the UK General Data Protection Regulation (or any successor legislation).

- Continued bullying of a pupil outside of school
- Use of cyberbullying outside of school
- Inappropriate behaviour taking place close to the start/end of the day when pupils are in school uniform
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school

Bullying

Details of the School's measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, are included in the Anti-bullying Policy for Pupils. They are based on the importance of preventing bullying by creating an orderly climate of respect within an inclusive community environment and by drawing and implementing an effective anti-bullying strategy. The school believes in equal opportunities; all members of the community are of equal worth and should be treated respectfully and have rights and responsibilities towards each other. This includes any member of staff and action will be taken in a circumstance of malicious accusation or conduct by a pupil against a member of staff. Anyone known to be involved in bullying will be dealt with promptly. Bullying will not be ignored and pupils will be encouraged to share their concerns.

All reported incidents of unkind behaviour are taken seriously and recorded on the School's CPOMS system. Records of incidents build on the careful recording and monitoring of bullying, including enough detail to identify patterns and challenge bullying, particularly where it includes aspects of prejudice and discrimination or involves cyberbullying. Trends and patterns are discussed and actioned and if escalated, an immediate investigation is put into effect by the Deputy Head (Pastoral) or the Head as appropriate and recorded on the bullying log. All staff receive regular training on identifying and responding to bullying and cyberbullying in line with DfE guidance.

Child-on-child abuse

The school has a zero-tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further details can be found in the Safeguarding and Child Protection Policy.

For acts of aggression or behaviour which potentially threaten the health and safety of others, the school reserves the right to involve the police.

The school recognises that some children may adopt challenging, abusive or disruptive behaviour as a result of unmet needs or abuse. In such cases, staff will provide support and intervention and apply safeguarding procedures as appropriate.

If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexual violence and sexual harassment, or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

The school's Designated Safeguarding Lead (or deputy) will lead the school's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

Child protection

All members of the school community will be kept safe through effective procedures for child and adult protection.

When responding to incidents or misbehaviour, staff should consider whether there are any signs that a pupil may be suffering, or is likely to suffer, harm. Where this may be the case, staff will follow the school's Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead.

See the Safeguarding and Child Protection Policy for detailed information.

Equality of opportunity

The school believes in equal opportunities for all. Please see the School's Equal Opportunities Policy for Pupils.

Harassment and discrimination

Harassment and discrimination are often motivated by prejudice against particular groups for example, on the grounds of race, gender, age, ability, sexual orientation, gender identification, special educational needs or disability, religion or belief (or lack of religion or belief), or because a child is adopted or a carer or by any actual or perceived differences between children. Harassment and discrimination on the basis of protected characteristics is taken extremely seriously and will not be tolerated. Please see the Anti-bullying Policy for Pupils for more detailed information.

School trips, fixtures and visits

All school trips, fixtures and visits must be officially approved by the Head, via the Educational Visits Coordinator (EVC), and follow the guidelines set out in the Educational Visits Policy.

Parents/carers accompanying trips should be aware of expectations and should read and sign the Parent Guidelines before a trip or visit takes place. Please see the Educational Visits Policy for more detailed information.

Recording and reflecting on behaviour

The School prioritises reflecting on the efficacy of its Behaviour Policy as well as recording and reflecting on individual pupils' behaviour in order to spot patterns for that child and for the School as a whole.

This is carried out in a number of ways:

- Through the tracking and monitoring of data provided through CPOMS for individual pupils and form groups as a whole, ensuring compliance with Data Protection Legislation

- Through regular reflection in staff meetings and individual meetings with the Head and Deputy Head (Pastoral), in which behaviour patterns are reviewed to assess pastoral needs
- Through half-termly reflection at SLT of CPOMS incident logs and the bullying log
- Through termly reports to the governors

Positive relationships, built on trust and respect, are key in adults being able to facilitate restoration. These relationships should be developed, reinforced and maintained for that trust to build and for positive outcomes to be achieved. These relationships will be key to identifying and meeting whatever need is being communicated through their behaviour, including mental health and special educational needs and disabilities (SEND).

We use a range of strategies to help the pupil access their learning. Here are some examples:

- Check-in time with a trusted adult
- Movement breaks
- Staying indoors at break time
- Change of environment
- Non-verbal prompts
- Personalised pastoral Power Up
- Individual or group pastoral/behavioural intervention

All strategies are implemented in line with the Equality Act 2010 to ensure reasonable adjustments are made for pupils with protected characteristics.

Circle time

Circle Time is a teaching strategy which allows the teacher to explore issues relevant to the class and to children's general emotional development. It is a safe forum in which children can explore and address issues which concern them. It provides a structured mechanism for solving friendship and behaviour problems, in which all participants have an equal footing. Circle time also affords the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem, positive behaviour and supports our PSHE scheme of work. All class teachers are expected to timetable weekly circle time sessions, ensuring safeguarding protocols are followed during discussions.

Individual or group pastoral/behavioural intervention

Sometimes it may be necessary to work with individuals or groups of children to help them modify their behaviour. This may involve the Deputy Head (Pastoral), another member of the SLT or a member of the Neurodiversity Team. It may be necessary to work through a series of steps to find solutions, identifying who is involved, what we want to happen or change, and how this will be done. This would normally happen in periodic meetings called pastoral interventions (which would normally involve six sessions). Only in extreme cases (for example, when a pupil or pupils have been found to have experienced bullying, or are felt to be at risk from bullying) would pupils be identified between scheduled Interventions.

Staff support & development

Staff are given specific training on the school's Behaviour Policy and approaches to behaviour management during the induction process. Staff are supported in their implementation of the Behaviour Policy through the guidance and leadership of the Deputy Head (Pastoral) and SLT and periodic staff training.

If an individual member of staff is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff feel that they need any additional support with their behaviour management, they should approach their line manager to request this.

Malicious accusations against staff

The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns. However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The school will also take seriously the inappropriate use of technologies, including mobile and social networking sites, which are targeted at members of staff. This aligns with the school's Safeguarding and Child Protection Policy and the statutory guidance Keeping Children Safe in Education.

Pupil transition

An effective transition programme supports our pupils to settle into the school quickly and to understand the values/rules and expectations.

As well as transitions into the school, support will also be given to pupils at other transition points, including when pupils move into a different year, have a different teacher or when there are changes to school policy, practice or day-to-day arrangements for pupils. Pupils with specific needs will be given extra support during periods of transition where relevant. This support will be determined on a case-by-case basis, in consultation with parents/carers and relevant external professionals where appropriate.

All pupils will be supported to understand the school's behaviour policy and expectations. Those pupils who join the school mid-phase will be offered additional support during their induction to ensure that they are not at a disadvantage compared to those joining the school at normal entry points.

Partnership with parents/carers

The school believes strongly in the power of working in close cooperation with parents/carers and of the rights and desirability of parents/carers being actively involved in the education of their

child/ren. The school will therefore seek to involve parents/carers actively in behaviour incidents. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Emails
- Follow up & routine communication

Parents will be informed of any behavioural incidents that breach the terms of this policy or require sanction within one day or as soon as practicable. Parents are welcome to approach the school for informal or formal discussions about their daughter's education.

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. The policy will also be reviewed promptly to reflect any changes in government guidance or legislation.

Linked policies

- Anti-bullying Policy for Pupils
- CCTV Policy
- Complaints Policy
- Equal Opportunities Policy for Pupils
- Educational Visits Policy
- IT and Acceptable Use Policy
- Online Safety Policy
- Physical Restraint Policy
- Privacy Notice
- PSHE Education Policy
- Safeguarding and Child Protection Policy
- SEND Policy

Resources

Independent Schools Standard Regulations 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf

DfE Behaviour in Schools 2022

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

DfE statutory guidance: Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Data Protection Act 2018

<https://www.gov.uk/data-protection#:~:text=The%20Data%20Protection%20Act%202018%20is%20the%20UK's%20implementation%20of,used%20fairly%2C%20lawfully%20and%20transparently>

Suspension and Permanent Exclusion guidance 2023

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Mobile Phones in Schools

<https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools>

APPENDIX A

Celebrations of achievement and rewards

Rewards are given to reinforce positive behaviour and praise children for acting responsibly. When giving rewards, staff are asked to give clear reasons why so that pupils understand specifically what they are receiving recognition for. Rewards include:

House points

The agreed system for daily recognition of children following the Cavendish Golden Value, Cavendish Thinking Skills, showing enthusiasm, perseverance, or working hard in class is the giving of symbolic, individual 'house points'. These need to be awarded frequently, emphasising the reason they have been given. Children collect house points for themselves and their Houses on coloured bookmarks. A completed bookmark counts towards the House total for that Term. Once a child collects 20 house points, they will be awarded a Bronze (20), Silver (40), Gold (60) or Platinum (80) certificate in Friday's Achievement Assembly. Children are responsible for their own bookmarks, especially in KS2.

Class house points are represented on a class chart and added to house point totals weekly. All house points contribute to the School inter-house competition to help pupils develop a collective sense of achievement and contribution to their community. A running house point total will be displayed in the entrance hall for each House.

Rewards are given fairly and inclusively, ensuring all pupils have equal opportunity to be recognised regardless of background or additional needs. Where appropriate, reasonable adjustments will be made to enable all pupils to access the rewards system meaningfully.

Class rewards

Each class may use a collective reward system, i.e., the Class Dojo website or marbles in a jar. These positive rewards are not to be used as a consequence of poor behaviour or linked to sanctions in any way. They should be reflective only of positive learning behaviours and linked to the Cavendish Golden Value and Thinking Skills.

Head's commendations

Head's commendations are awarded for acts of kindness or helpfulness. Commendations are also awarded for acts of service (reading at a public occasion or exceptional assistance at an open event). Also included in Head's commendations are playing in a concert, performing in a choir and/or sporting excellence/achievement.

Praise postcards

Pupils who demonstrate excellent effort, attainment, and progress within lessons or who show one of the Thinking Skills may be recognised by teaching staff in the form of a postcard

with a personal message. Each teacher will award one or two pupils in their class a personalised postcard for their fantastic achievements every half term. Postcards are awarded in harmony with other rewards within the school.

Praise phone calls

Pupils may also receive a praise phone call from their teacher in recognition of their effort, attainment or progress. These calls are used to help encourage students to continue to display these positive behaviours and also build positive and productive relationships between the School and home.

Class officials and other posts of responsibility

Each term, the pupils elect the following posts:

- A Head Girl and House Captains (from Year 6 classes)
- Form Captains in Years 1–6
- Sports Captains in Years 2–6
- Music Captains in Year 6
- Librarians in Years 3–6
- Eco-Reps in Years 1–6
- Digital Leaders in Years 5-6

Celebration assembly

Every week, class teachers nominate and celebrate the achievements of a member of their class. These may be academic, social or emotional. Other members of staff may also nominate individual children. These achievements are described in the assembly and each child receives a badge from the Head and an entry into the Golden Book, which states the achievement.

Annual Shine celebrations

At the end of the summer term, class teachers coordinate a summary of the year. Parents of each year group are invited to join us. All pupils take part in some aspects of Shine Celebrations. Each pupil receives recognition for 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.

EYFS

In EYFS, rewards may take the form of verbal praise, awarding stickers or stamps in books, as well as moving up on the class behaviour chart. Please see Appendix D for more information regarding celebrations of achievement and rewards in the EYFS.

APPENDIX B

Sanctions and consequences

Should social or academic behaviour break down, there is a system of sanctions in place:

1. **First reminder:** A warning look by teachers and or an appeal to cease the inappropriate behaviour.
2. **Second reminder:** The adult (teacher, specialist or teaching assistant) will tell the child their behaviour is unacceptable; they will ask them to stop behaving in this way and will remind them of what they expect from the child.
3. **Restorative conversation: If the behaviour persists or if an initial incident is significant, the form tutor or the staff member who witnessed the behaviour should hold a one-to-one restorative conversation with the pupil as soon as possible.**
 - The aim is to help the pupil reflect on their behaviour, understand the impact it has caused to themselves or others, and explore ways to repair the harm and avoid repetition.
 - Restorative conversations should be timely, voluntary, and proportionate. Staff should provide the pupil with appropriate support to engage meaningfully.
 - After the conversation, the **class teacher, or the staff member who witnessed the behaviour**, must contact the pupil's parents or carers by email or phone to explain the incident and the steps taken.
 - The **class teacher or the staff member who witnessed the behaviour** is responsible for recording the details of the incident, the restorative conversation and any parental communication on CPOMS.

4. **Lunchtime reflection:**

For more serious or repeated behaviour issues, or when deemed necessary by staff, the pupil may be asked to attend a lunchtime reflection session. This session is coordinated and supervised by a member of the Senior Leadership Team (SLT).

- The pupil will spend lunchtime having a supportive discussion about the incident with the SLT member. Together they will identify strategies and agree next steps to support positive behaviour moving forward.
- **The SLT member conducting the reflection is responsible for logging the incident, agreed next steps and any further support needed on CPOMS.**
- **The SLT member will also contact parents or carers by email or phone to inform them of the incident and the measures taken.**

In EYFS, inappropriate behaviour would lead to a talk with the class teacher, a movement down on the class behaviour chart, a short period of 'time out' to calm the situation, followed by a talk with the class teacher. Where there are ongoing concerns about specific behaviours, the EYFS team would refer to the Head of Early Years, who would, in turn, assess the situation and seek advice as required. Please see Appendix D for more information regarding sanctions and consequences in the EYFS. 'Time out' in EYFS is used as a calming strategy and not as a punitive isolation; children are always supervised and supported during this time.

We understand that the consequences put in place for inappropriate behaviour will always be dependent upon the particular nature of the behaviour, the individual pupil and factors that may influence their judgement. In some circumstances, the most appropriate consequence will not be one on this list and, at the discretion of the Head, may be employed if considered to bring about the most positive outcome.

Sanctions will always be applied with consideration for pupils with special educational needs or disabilities, and reasonable adjustments will be made to support their understanding and participation in behaviour management.

Serious disciplinary offences

Where a pupil's behaviour causes serious concern, teachers will consult the Head or, in her absence, the Deputy Head (Pastoral) or another member of the Senior Leadership Team. Between them, they will decide on the future course of action.

Parents will be informed, invited to a meeting and asked to assist in correcting behaviour.

In cases where a wilful, malicious physical attack has been made on another pupil (e.g., biting, causing marks) and the pupil is deemed old enough to appreciate the wrong, the parents of both victim and perpetrator should be contacted immediately.

For the overall protection of pupils and the good of the School, the Head reserves the right to temporarily or permanently exclude any pupil whose behaviour has persistently caused grave concern and who has not responded to the usual disciplinary procedures. The Governors will be informed should this occur.

Internal exclusion

When a child is internally excluded, they will remain on the school premises for the duration of the exclusion. They will be educated in a specified location with an adult. They have no contact with any other children in school, which means they follow alternative break time arrangements and take their meals away from the school dining hall.

Fixed-term exclusion

When a child receives a fixed-term exclusion, they are not permitted on the school premises during the school day for the duration of the exclusion. Parents are expected to support the school's decision by keeping their child at home and ensuring any work given is completed during the time out of school. When the time arrives for the child to return to school, the parent/carer and the child will have a reintegration meeting with the Head or a senior member of staff before they return to class. All details of the exclusion and how to appeal against it are always given to the parent/carer in writing at the start of the exclusion.

Exclusion is always a last resort after other reasonable interventions have been tried and documented.

Permanent exclusion

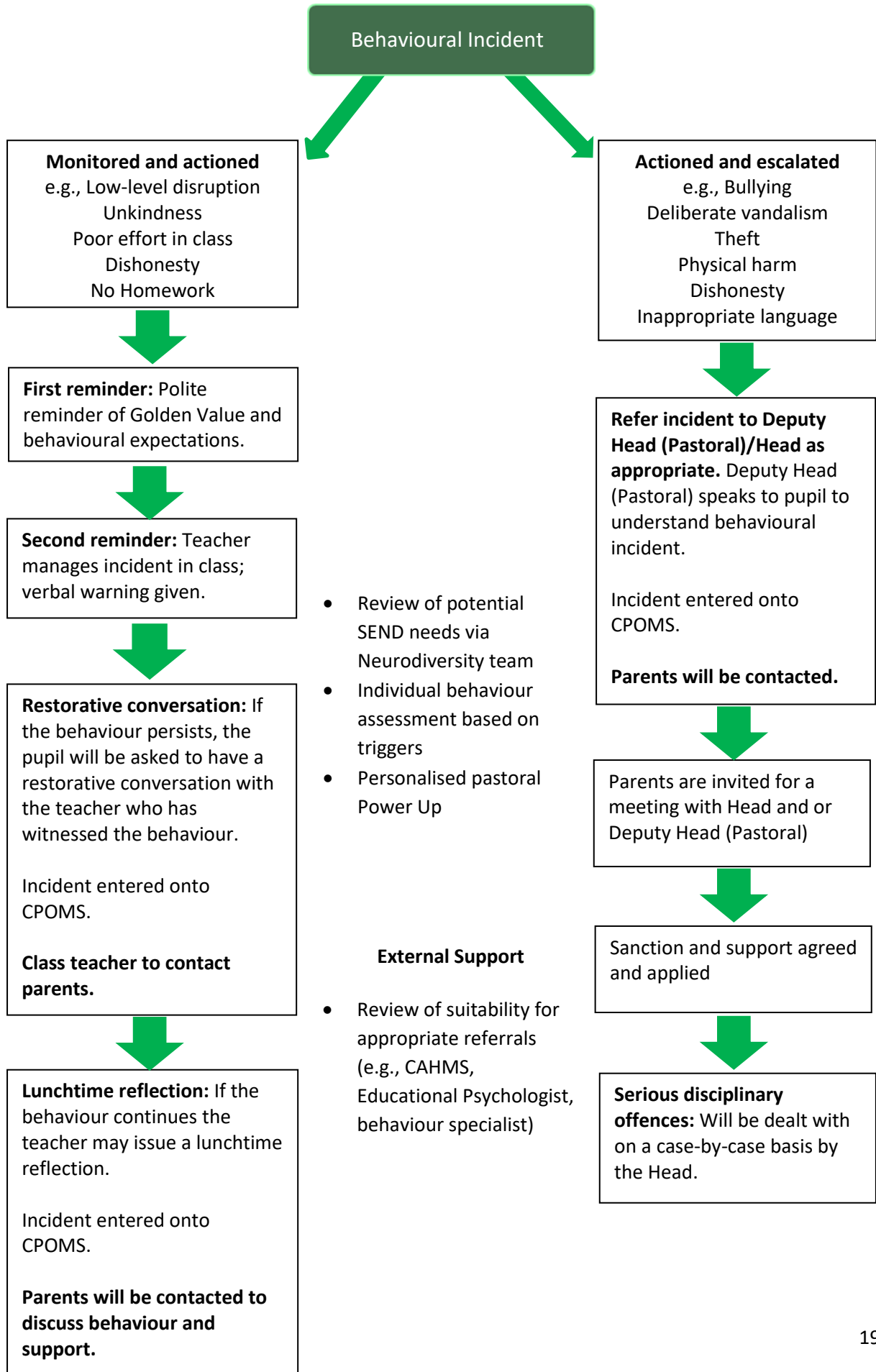
Permanent exclusions are given when a child has been involved in an incident of such severity, or a series of serious incidents, such that the school no longer feels it is the appropriate place to educate the child. Camden guidelines are always followed and the parent/carer is supported throughout the process.

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.

APPENDIX C

Behaviour flow chart



APPENDIX D

Behaviour management related to EYFS Pupils

It is important as practitioners that we recognise the developmental stages within children. In the EYFS, children will still be developing their emotional regulation and their ability to communicate their feelings and needs. It is important we recognise this and support the children in developing strategies to find a resolution or communicate their needs.

Working with a high ratio of adults to children, the practitioners will be able to observe and play positively alongside the child. They will pre-empt situations by identifying what children need. We use the OWL approach:

- Observe
- Wait
- Listen

The steps to approaching situations within Early Years provision are:

- Approach calmly
- Acknowledge feelings
- Gather information
- Restate the problem
- Ask for solutions and choose one together
- Be prepared to give follow-up support

Each class has a class behaviour chart consisting of a star, rainbow, sun, cloud and rain cloud. Every day, all children's names start on the sun and remain on the sun all day if they meet the expectations of good learning behaviour. During lessons, the teachers will continually use positive and encouraging language, showing children with their tone of voice and body language when they are pleased with their behaviour. Positive reinforcement is the key to building strong relationships with children in Early Years. Children's names can be moved up to the rainbow to draw attention to good learning behaviours, but this should only happen after the child has already received several positive comments and overt praise. Verbal public praise gives children instant feedback and recognition for their positive behaviour. There may also be an opportunity for children to move up the chart again to the star for modelling exceptional behaviour. Equally, it is possible for children to take a step back down to a cloud for instances of inappropriate behaviour.

In the case of a serious incident, a child's name can be moved straight to the rain cloud. The child's parent will be informed on the same day that the child has presented the behaviour. Where there are ongoing concerns about specific behaviours, the EYFS team would refer to the Head of Early Years, who would, in turn, assess the situation and seek advice as required.