



Cavendish
Primary School

Cavendish Primary School
Behaviour Policy

To be reviewed in March 2024

The Vision and Ethos at Cavendish and Knowleswood Federation

The ethos of our school is that every child has every opportunity to learn and thrive therefore our vision statement is **learning without limits**. This is communicated and taught to the children through our school aims: to be **kind, independent, determined** and **safe** (KIDS). We constantly work on building self-esteem and positive strategies through our proud to me walls, circle times, PSHE curriculum and health and wellbeing work.

Introduction

Our school promotes positive relationships to create a secure and caring environment in which children have the right to engage with and enjoy their learning and adults have the right to teach and support the learning of every pupil. The emotional well-being of everyone at Cavendish and Knowleswood is a priority and diversity is celebrated.

We are a caring community, and value mutual trust and respect for all. We create an ethos of high expectations for behaviour that are clear and consistent. Restorative practise is at the heart of our procedures in order to enable and empower our children to make the right choices for them.

The Aims of this Policy

- To teach, support and praise positive behaviour.
- To foster kindness, compassion and understanding towards everyone, by everyone.
- To be consistent throughout school with regards to clear and safe boundaries of behaviour and conduct.
- To ensure that everyone is familiar with and understands the written statement of behaviour principles and how this policy supports it.
- To ensure that this policy is widely known and understood by the whole school community so that home and school can work together purposefully.

Success Criteria

Children at Cavendish and Knowleswood will know and understand what is expected of them with regards to the way they behave and conduct themselves. They will learn to develop self-esteem and value friendships, be confident in how they represent themselves and contribute positively to our community. They will also have strategies for dealing with conflict or challenging situations and be able to discuss their feelings openly.

Staff at Cavendish and Knowleswood will meet the needs of all pupils, build trusting relationships within school and create a safe healthy environment in which children can thrive. They will feel confident with discussing aspects of behaviour management with colleagues and families.

Parents / Carers at Cavendish and Knowleswood will feel listened to and supported by school and be sure that their child is receiving the correct support for their social and emotional development. They will also feel confident coming into school to discuss any aspect of this with the appropriate staff members.

We encourage positive behaviour by:

- Ensuring expectations are high and clear to everybody.
- Giving praise and awarding a variety of rewards including sending positive messages home.
- Working towards individual and whole class goals and rewards
- Teaching strategies around making good choices, developing resilience and being kind to one another.
- Teaching a PSHE curriculum that supports and develops children's knowledge and skills along with weekly circle times to ensure children can talk and feel listened to.
- Providing further support to children who require additional intervention.

- Holding restorative circles in order to resolve conflict and ensuring all members of the school community understand and use restorative practise.

Strategies we use as a response to low level unwanted behaviour are:

- Praising someone who is showing an appropriate behaviour.
- Having a quiet word with the pupil or giving them a signalling look.
- Tactically ignoring some behaviours.
- Reminding the pupil of the correct rules and that they are in charge of their own choices.
- Distracting the pupil with a range of strategies
- Reminding the pupil of a recent time when they made the right choice.

Daily Routines across School

Phase	Age Appropriate Positive Strategies	Procedures for unwanted behaviours
	The below strategies and procedures apply to all children, however there are situations in which further support is required, particularly for children with additional social, emotional and mental health needs. These are described on page 4.	
Nursery	Displays – positive photographs of the children so they can see themselves looking happy and engaging in their tasks with their friends. Lots of praise and constant positivity. Communication with families via Marvellous Me and in person.	Age / ability appropriate simple sentences or scripts to remind the pupil of correct behaviour and explain what they have done that is unkind or not the right choice. A second reminder is used if the behaviour continues. If a third reminder is needed the pupil is given some time with a 2 minute timer and an adult close by to reflect, reset and then return to learning. If a pupil has two thinking times in a day, parents / carers are informed.
Reception	All children begin every day in the sky around the sunshine. Children are moved to the sun when they have done something great. The sun rays can be used for amazing achievements! Proud to be me board celebrates success and enhances self-esteem. Communication with families via Marvellous Me and in person. Towards the end of the year, Reception children will have a celebration assembly each Friday. SLT also have special awards to give out to a whole class when everybody is doing the right thing.	Age / ability appropriate sentences or scripts to remind the pupil of correct behaviour and explain what they have done that is unkind or not the right choice. A second reminder is used if the behaviour continues. If a third reminder is needed the pupil is given some time with a timer (and an adult close by if appropriate) to reflect, reset and then return to learning. If a pupil has two thinking times in a day, parents / carers are informed. This is then recorded on Arbor.
Key Stage 1	All children begin every day in the sky around the sunshine. Children are moved to the sun when they have done something great. The sun rays can be used for amazing achievements! Proud to be me board celebrates success and enhances self-esteem. Marvellous Me awards are also used as rewards for individuals or groups of children with a target to reach for a certificate	After initial low-level strategies have been used. Age / ability appropriate sentences to remind the pupil of expectations and what they should be doing. If the behaviour continues a verbal warning is given to the pupil (1:1, not in front of others). If the behaviour occurs a third time the pupil is given time in the reset and return corner or another room depending on the behaviour type. If the behaviour continues or escalates, the Phase Leader is called to support. In this case parents / carers are informed. This is then recorded on Arbor.

	<p>KS1 take part in a celebration assembly each Friday.</p> <p>SLT also have special awards to give out to a whole class when everybody is doing the right thing.</p>	
Key Stage 2	<p>Marvellous Me awards are used as rewards for individuals or groups of children with a target to reach for a certificate.</p> <p>Table points may be used in KS2 to encourage team work and cooperation.</p> <p>Proud to be me board celebrates success and enhances self-esteem.</p> <p>KS2 take part in a celebration assembly each Friday.</p> <p>SLT also have special awards to give out to a whole class when everybody is doing the right thing.</p>	<p>After initial low-level strategies have been used.</p> <p>Age / ability appropriate sentences to remind the pupil of expectations and what they should be doing.</p> <p>If the behaviour continues a verbal warning is given to the pupil (1:1, not in front of others) and their name is placed on the warning board (this should be discreet, not displayed for all to see). The reset and return corner may be appropriate at this time.</p> <p>If the behaviour occurs a third time, a tick is placed next to their name and the pupil is asked to have some time out in a different space. This is then recorded on Arbor.</p> <p>If the behaviour continues or escalates, the Phase Leader is called to support. In this case parents / carers are informed. This is then recorded on Arbor.</p>

If at any point in any year group the pupil is causing the space around them to be unsafe for themselves or others, Phase Leaders, a member of behaviour support or SLT will be called immediately.

Playgrounds	Positive Strategies	Procedures for unwanted behaviours
	<p>Adult - pupil interaction is positive and encourages cooperative games through modelling and joining in.</p> <p>Children are praised for kind playing, good sharing and being fair.</p> <p>Playground Hero stickers are received for great friendship skills.</p>	<p>Age / ability appropriate sentences to remind the pupil of expectations and what they should be doing.</p> <p>If the behaviour continues a verbal warning is given to the pupil.</p> <p>If the behaviour continues again or escalates the pupil is asked to have some time away from the area or to go inside depending on the type of behaviour.</p> <p>SLT or behaviour support will be called if the pupil is in danger or is putting others in danger.</p> <p>Radios available for use outside in case adults require extra support.</p> <p>If a pupil is asked to leave the playground, parents / carers are informed.</p>

More Serious Behaviour

Where there are continuous or more serious incidents of unwanted behaviour a meeting with parents / carers and the class teacher will be arranged, so that school can find the best way to help the child.

The school will implement a number of strategies to ensure the continued inclusion of children with specific behavioural or social, emotional, mental health needs, these will include:

- Personalised behaviour logs in order to identify patterns or triggers
- An individual SEMH plan and risk assessment

- Constant communication between school and home
- Outside agency support such as SEMH Team, Educational Psychologist, School Nurse
- Specific SEMH interventions and tailored adult support
- Referral to Social Care
- Appropriate assessments relating to need, such as BOXALL or SNAP

Guidance to the different types of strategies linked to different level of need can be found in Appendix 1.

In cases of serious or dangerous incidents of behaviour or pupils absconding, separate guidance should be followed. The guidance for these situations can be found in Appendix 2 and 3.

Ultimately, the final resort for persistent unsafe behaviour is exclusion, either fixed term (suspension) or permanent. In this case school will work alongside families, the pupil and the local authority in order to follow procedure and achieve the most supportive outcome for the pupil and school. (Please see separate exclusion policy)

Responding to reports of child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children (*Keeping children safe in education 2022*).

We have a zero-tolerance approach to sexual violence and harassment, it is never acceptable, and it will not be tolerated. All school staff maintain an attitude that 'it could happen here,' and are trained to recognise the signs and respond appropriately to the signs and indicators of this type of abuse.

Reports of sexual violence and sexual harassment will be taken extremely seriously. All reports will be discussed with the schools DSL who will lead the response and take appropriate action to investigate and support, both the victim and the reported perpetrator. The DSL will work with other agencies as needed including the local authority and the police. In cases where it is clear a crime has been committed the DSL will always make a referral to children's social care and contact the police.

This document is seen as developmental. It is a working document; therefore, the review will be dependent upon the practice it has promoted. Consultation is thus envisaged with those involved in its implementation i.e. the whole staff. It will be reviewed annually.

This policy has been written in line with the Governing Body Statement of Behaviour Principles.

Appendices

- 1 – Strategies at different levels
- 2 – Reasonable force
- 3 – Procedures for absconding
- 4 – Behaviour plan template
- 5 – Written statement of behaviour principles

Policy to be reviewed – September 2023

Appendix 1

Strategies to Support each Level of Behaviour and SEMH Need

In addition to all below:

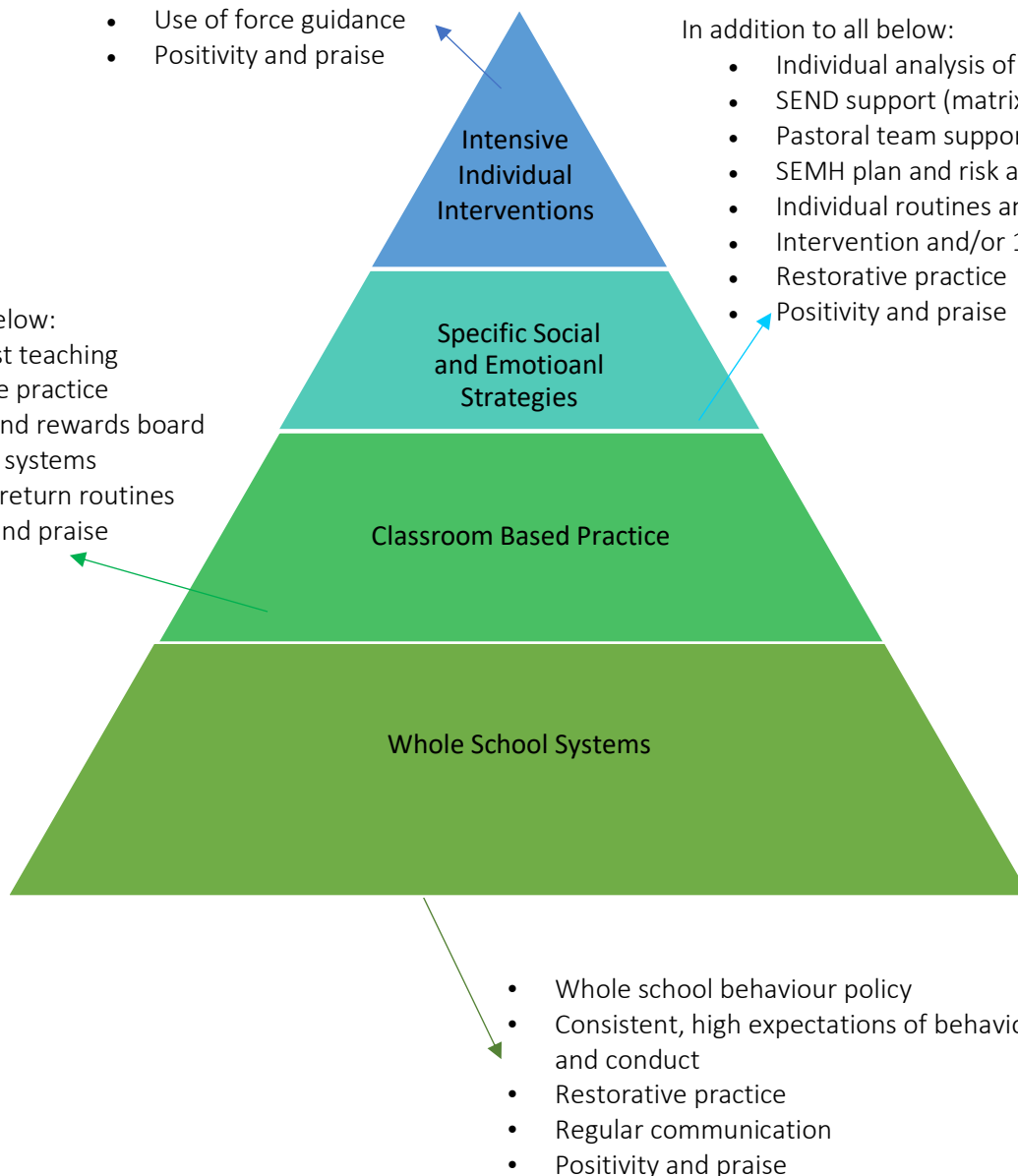
- Referral to SEMH Team
- My Support Plan
- EHCP Referral
- Regular reviews with family
- Outside agency support
- Use of force guidance
- Positivity and praise

In addition to all below:

- Individual analysis of triggers
- SEND support (matrix of need)
- Pastoral team support
- SEMH plan and risk assessment
- Individual routines and systems
- Intervention and/or 1:1 time
- Restorative practice
- Positivity and praise

In addition to all below:

- Quality first teaching
- Restorative practice
- Routines and rewards board
- Class wide systems
- Reset and return routines
- Positivity and praise



Appendix 2

Protocol for reasonable force:

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School 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 pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils 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.
2 Section 93, Education and Inspections Act 2006 5

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight;
- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- restrain a pupil at risk of harming themselves through physical outbursts.

Telling parents when force has been used on their child:

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and the child's age.

Appendix 3

Protocol for children leaving school premises without permission:

- Member of staff to phone the office immediately and clearly inform office staff that a child has absconded. It is important to be clear about location of the child. The office staff will inform the SLT as appropriate.
- A member of staff will stay with the class.
- If the child leaves the classroom but stays on school premises, the senior leader will remind the child of the consequences of leaving the school and tell him/her to return. Take up time will be allowed.
- If the child leaves the school premises and can still be seen, by the adult, the child will be reminded of the consequences as above and also told that the police and their parents/carers will be called. Take up time will be allowed.
- The child's parents and police will be called if a child absconds and they leave the immediate vicinity of the school.
- If the child returns onto premises, follow the above. If the child continues to move away from the school all staff should return to school and parents/carers and police notified.

Physical restraint will only be used if there is a risk of danger to the child or other persons, severe damage to property.

Appendix 4 - Individual SEMH Plan

Name -	Class / Year Group -
Date of Plan -	
Attendance since September -	
PP	EAL
LAC	SEND
Outside Agency	

Top Tips for

Context, observations and Environmental Factors
Behaviours
Proactive Strategies
Desired Outcomes
Parent / Carer Thoughts
Signature and/or date of conversation_____

Risk Assessment					
Y/N	Risk	Control Measures	L	S/C	Risk Rating L x S/C
N	Harm to self				
Y	Harm to others				
Y	Damage to property				
Y	Disruption				
Y	Absconding				
	Other				
	Other				

Likelihood	Highly unlikely - 1		Unlikely - 2		Likely - 3	
Severity/Consequences	Slightly harmful - 1		Harmful - 2		Extremely harmful - 3	
Risk Rating	Trivial -1	Tolerable - 2	Moderate - 3/4	Substantial - 6	Intolerable - 9	

Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the governors to make and frequently review, a written statement of general behaviour principles to guide the school leadership in determining measures to promote good behaviour.

This is a statement of principles, not practice.

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The governors of Cavendish and Knowleswood primary schools believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life. Across both schools, we wish to create a caring community where everyone as an individual, our relationships are underpinned by the principles of restorative practice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the two school's leadership teams in drawing up their Behaviour Policies by stating the principles that the governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at the two schools.
- Both schools are inclusive schools. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies.
- Staff and volunteers set an excellent example modelling to pupils at all times.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Pupils are helped to take responsibility for their actions.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual student and the leadership of the school is expected to use discretion in their use. Consequences should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary. This support may involve a multi-agency response.
- The school leadership and school staff should take action to safeguard pupils, which may include the searching of pupils for banned or dangerous items. This may be done with/without consent depending on the nature of concern.
- Governors recognise that sexual harassment, online sexual abuse, sexualised language and sexual violence are happening in the community and potentially in school. Governors wish to

emphasise that these behaviours are unacceptable and that clear strategies and protocols are included in the federation safeguarding and behaviour policies and these are consistently applied by staff.

- The governors comply with the DFE guidance giving the school leadership the right to discipline pupils for misbehaving outside of the school premises “to such an extent as reasonable.”
- Alleged perpetrators and victims accused of any allegation will be offered pastoral care as needed. This may include pupils and/or school staff.
- The governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school’s staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.