

9: BEHAVIOUR AND DISCIPLINE (REWARDS AND SANCTIONS) POLICY

Date Reviewed: Autumn Term 2022

Next Review: Autumn Term 2023

Revision number: 12

Reviewed by: CT

This policy conforms with the requirements of The Education (Independent School Standards) Regulations 2014. It also reflects the requirements of the Statutory Framework for the EYFS 2021, the Equality Act 2010 and the DfE Behaviour in Schools: Advice for Headteachers and School Staff, July 2022, Use of Reasonable Force, July 2013, as well as Keeping Children Safe in Education 2022, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021).

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, July 2022)

misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day), for example, items banned from school, such as money, mobile phones, specific toys
- destroying items, for example, pornography, tobacco, alcohol
- handing items to the police, for example, banned substances, knives and weapons, stolen items In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy recognises the need for a behavioural approach to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.

As part of this, we ensure that within the curriculum provision appropriate to our children's setting and age, that they receive appropriate teaching in order that they develop a clear understanding **of**:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

This is a statement of the aims, principles and strategies for behaviour (including rewards, sanctions and discipline) at Cameron Vale School for all classes including the EYFS.

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following policies:

- Anti-Bullying
- Child Protection and Safeguarding Children
- Complaints
- Code of Conduct
- EYFS Policy
- Health and Safety including Out of School Activities and Visits
- PSHE
- Accessibility
- SEND policy
- Supervision

1. INTRODUCTION

The designated persons for behaviour management are the Headteacher and members of the SLT.

At Cameron Vale School our philosophy is simple; that children who are stimulated and challenged will develop a lifelong love of learning and be inspired to become the best versions of themselves that they can possibly be. We foster self-belief, promote curiosity and build resilience through a learning culture where teamwork, taking calculated risks and learning to cope with challenge is the norm and mistakes are seen as a natural part of the learning process. We have a culture of trust in which each child feels valued and in which all children can experience responsibility and learn self-discipline. As a school we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole community. Our Behaviour and Discipline (Rewards and Sanctions) Policy focuses on positive behaviour and choice which supports learning and promotes, celebrates and rewards achievement.

We will ensure that all staff are consistent in their approach to behaviour management, through robust induction and training, which will be monitored rigorously by the Leadership Team. When implementing the policy reasonable adjustments are made for pupils who are on the SEND register to ensure that they are not disadvantaged.

The school recognises the seriousness of bullying, both physical and emotional (which may cause psychological damage) and that a victim of bullying may be at higher risk of suffering abuse. If allegations of bullying are made they will be addressed immediately and thoroughly in accordance with our Anti-Bullying Policy.

PHYSICAL INTERVENTION

Physical intervention should never be part of a general regime and should only be used in the following circumstances:

- in order to restrain a pupil to prevent injury to others
- where a pupil is in danger of hurting him/herself
- to prevent a pupil from damaging property
- to prevent a pupil from causing disorder

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and always depends on the individual circumstances. On any occasion where physical intervention has had to be used it must be reported to the Headteacher immediately. The parents must also be informed the same day.

The actions the school takes are in line with the official guidance as set out in the DfE's non-statutory guidance: Use of Reasonable Force (2013).

In the event of violent or aggressive act from a pupil, members of staff are encouraged to evacuate the classroom and seek immediate support from another member of staff or Senior Leader.

Cameron Vale does not use, or threaten to use, corporal punishment under any circumstances.

2. RESPONSIBILITIES

The Head Teacher

The Head Teacher's role is to determine the detail of the standard of behaviour acceptable to the school. The Head Teacher has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Head Teacher is expected to:

- Promote self-discipline and proper regard for authority among pupils.
- Encourage good behaviour and respect for others, and to prevent all forms of bullying among the children.
- Secure that the standard of behaviour is acceptable.

Deputy Head Teacher

The Deputy Head Teacher, supported by other members of the SLT will sort out minor issues and report these to the Head Teacher on a weekly basis.

All Staff

All staff are expected to encourage good behaviour and respect for others in pupils, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and challenging lessons make a major contribution to good discipline.

3. AIMS

YOU CHOOSE is central to this policy and it drives our aims that all children will:

- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour
- be tolerant and understanding of the feelings and needs of others
- learn to have respect for others and to behave courteously towards them
- develop good social and citizenship skills through a variety of school contexts which enable them to manage their own behaviour whilst respecting the rights of others
- learn the value of good behaviour, through rewards and encouragement of positive behaviour and using consequences where necessary
- be able to understand the role of and need for discipline as a positive part of school life
- contribute to a safe environment

The School Values further support the development of pupils and their behaviour through the following qualities:

- Courage
- Collaboration
- Curiosity

- Creativity
- Critical thinking

Through the use and promotion of YOU CHOOSE and our school values every child will be helped to:

- recognise his or her role as an active learner with opinions, skills and knowledge that can be developed and respected
- recognise his or her role as a member of the whole school/class group who respects the person, opinions, ideas, skills and knowledge of others
- recognise his or her 'responsibilities' as a member of the school community in preparation for later life in the community at large
- develop their self-esteem and recognise that they are a valued member of the school community

In addition, Cameron Vale School does not discriminate against pupils contrary to Part 6 of the Equality Act 2010, nor do they not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

4. 'YOU CHOOSE' GOOD BEHAVIOUR

All the school staff share a collegiate responsibility for consistently implementing the school policy on positive behaviour and Anti Bullying. The Headteacher and SLT have overall responsibility for ensuring positive behaviour. All staff will:

- be consistent, fair and persistent
- remain open and honest with the pupils
- communicate all intentions clearly and effectively
- act rather than react
- impose appropriate, fair and agreed consequences that are relevant to the misdemeanour
- be confident and use a voice and manner that makes it clear to the pupil that they are expected to do as they are asked
- seek advice and support if a situation escalates
- use consequences which focus on the behaviour and not the pupil's personal qualities
- for a consequence to be effective, it must be an action that the pupil does not want, but should never be meant to embarrass or humiliate them.

5. REWARDS

A range of rewards will be used to achieve good behaviour throughout the school:

- Verbal praise
- Special mention in class or assembly
- Values stickers
- House points for academic, social or behavioural success
- Gold Star certificates
- Values certificates
- Informal referral to the Headteacher
- Application of a range of 'theories' e.g. Chimp Management and Growth Mindset, through assemblies and PSHE lessons

SUNSHINE AND CLOUD SYSTEM

The 'Sunshine and Cloud Chart' is a visual behaviour system used in each classroom to help children monitor their behaviour and develop self-regulation. By using this system in each classroom, we aim to provide consistency in approach throughout the whole school and with all teachers. The focus of the behaviour policy is to help children understand that they have a choice in how they behave. They can make both good and bad choices, good choices result in moving up the chart towards the star and bad choices result in moving down the chart towards the thunder cloud. Each has a consequence and a reward. The system works as follows:

- **Star** - If a child reaches the gold star they are rewarded minutes towards whole class golden time at the end of the week (for Reception, Key Stage 1 and Lower Key Stage 2) and are celebrated in the Friday assembly with a Gold Star Certificate

- **Pot of gold** - If a child continues to demonstrate positive behaviour or makes another good choice they can be rewarded by moving up to the pot of gold and are awarded two house points
- **Sunshine** - If a child makes a good choice they are rewarded with being moved onto the sunshine and being awarded one house point
- **Sun/cloud**- Every child starts the day on the sun and cloud, this is the neutral starting point. From here the children can move both up and down the chart depending on the choices they make and their resulting behaviour.
- **Cloud** - Is the first warning given to a child who has made a bad choice
- **Rain cloud** - Is the second warning given to a child who has chosen to repeat the bad choice
- **Thunder cloud** - If a child reaches the thunder cloud an email/ verbal message is sent home. The child will sit with the Headteacher or a member of the SLT and complete a reflection card (Appendix 1) during the first five minutes of their playtime (the focus here is on reflection time, not missing playtime).

NB: A child can only make one move jump up or down the chart at a time, therefore if the child is on the pot of gold and makes a bad choice they will first move to the sunshine, if they continue to make a bad choice they will move another step down to the sun/cloud and so on. The same applies in the opposite direction, if a child is on the rain cloud and makes a good choice they move one jump up to the cloud.

HOUSE POINTS

House points are awarded for good work and behaviour. All children and staff are members of one of the three school houses, Sydney, Mulberry and Carlyle. House points are awarded throughout the week and are collected in each classroom. Counting takes place on Thursdays and the results are announced in assembly on Friday. The winning house ribbons are tied to the house cup and displayed. House Captains are chosen through a pupil vote at the end of each academic year. The nominated Head of School Council will count the house points each week.

VALUES CERTIFICATES

A values certificate is awarded to one child in each class each week, in the Friday assembly. The certificate is awarded to the person in the class who has demonstrated an outstanding commitment to the school values or has particularly stood out for demonstrating one of the school values.

GOLD STAR CERTIFICATES

Gold Star certificates are awarded to those children that have reached the 'gold star' on the 'Sunshine and Cloud Chart' throughout the week. These are awarded to children in the Friday assembly and are a celebration of their commitment to making good choices.

VALUES POSTCARDS

Values postcards are awarded and written by the class teachers to an individual child. They are awarded to the children throughout the week when they have demonstrated one of the school values. These are to be sent home with the child to enable them to share their success or hard work with their parents.

VALUES STICKERS

Values stickers are awarded to children for demonstrating one of the school values. These are used by all staff as an immediate recognition of a child's commitment to the school values.

KINDNESS JAR

The kindness jar is used to acknowledge and reward a child's kindness. The whole school is committed to filling the same jar which is kept in the school entrance hall. A child's kindness is recognised by giving them a pompom to place in the jar. Once the jar is full a whole-school reward is chosen by the children.

6. CONSEQUENCES

Failure to behave well will result in certain consequences being implemented as appropriate to the situation although there may be cases where adjustments to consequences and rewards may become necessary. A range of consequences may be applied based on the severity of the behaviour and any individual circumstances. These consequences will be at the discretion of the Headteacher in consultation with the SLT.

Children will be consistently reminded that they make the choice of behaving well or not. Staff are encouraged to have a consistent approach to the punishments that are given for inappropriate behaviour. Examples may include:

- reflection time
- being placed on behaviour cards
- removal from year group during lunch
- missing a club/planned after school activity
- removal of school representation rights
- ceasing attendance at school trips
- suspension

If a consequence is used in result of a child's poor choices, it must be recorded on the school management system (iSams, Wellbeing Manager).

7. EXCLUSION

The school reserves the right to exclude a child whose conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School.

- Temporary or permanent exclusion is at the discretion of the Headteacher
- Details of the procedure are communicated in full to parents in the School's Terms and Conditions.
- Details of the review procedure are in Appendix 2 of this Policy

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school and in the case of a serious single incident, is made only after a thorough investigation.

Reasons for exclusion:

- Serious breach of the school rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school
- Breakdown of the relationship between the school and parents
- For behaviour outside the school, not on school business, the Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

7.1 SUSPENSION

Suspension is a temporary exclusion which should be for the shortest time necessary. Suspension may be imposed for a period of time from half a day to 5 days for persistent or cumulative problems. This would only be enforced when the school had already offered and implemented a range of support and management strategies. Suspension will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules), except where these are persistent and defiant. Suspension may be used in response to a single incident of a serious breach of school rules and policies or a disciplinary offence.

In such cases the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

7.2 EXPULSION

A permanent exclusion is a very serious decision and the Headteacher will consult with the Senior Leadership team and the Chairman before enforcing it. As with a suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a criminal or disciplinary offence such as:

- serious actual or threatened violence against another pupil or a member of staff
- possession or use of an illegal drug on school premises
- carrying an offensive weapon
- persistent bullying
- racial, sexual or homophobic harassment

If the Headteacher decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the pupil
- contact the parents, explain the decision and ask that the child be collected
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return

- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- plan how to address the pupil's needs on his/her return
- plan a meeting with parents and pupil on his/her return

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

8. REPORTING AND RECORDING

A good relationship between parents and school is essential and the staff of Cameron Vale School endeavour to build a supportive dialogue between home and school and will inform parents at an early state if there are concerns about their child's welfare or behaviour.

The aim is that parents should feel welcome at the school and have access to the teacher at the beginning and the end of the day and to the Headteacher, usually within 24 hours of a request for a meeting.

Reports on behaviour issues include:

- daily verbal reports
- comments in pupil reading diaries
- written reports
- e-mails
- parent/teacher evenings
- records on the school management system (iSAMS)

Teachers are also committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas requiring improvement. Following any incident, the pupil will be given the opportunity to discuss, and if he/she wishes record, or have recorded, his/her feelings and opinions. This record must be completed with a nominated member of the SLT.

9. BEHAVIOUR EXPECTATIONS RELATING TO COVID-19

We aim to help the children understand expectations around behaviour and routines and to ensure a school environment that minimises risk for all, in relation to the spread of COVID-19.

Children will be introduced to and reminded frequently of the new behavioural expectations and rules that must be adhered to during the period where Covid-19 is prevalent.

These are:

- following school instructions on hygiene, such as handwashing and sanitising
- following any altered rules for arrival or departure
- following instructions on who pupils can socialise with at school
- following specific instructions about moving around the school
- expectations about sneezing, coughing, tissues and disposal of
- alerting a teacher immediately if displaying any symptoms of coronavirus

Pupils not following the behaviour guidelines and routines relating to Covid-19 will be warned by teachers in the first instance. If behaviour expectations are repeatedly ignored, parents will be contacted by form teachers in the first instance, and subsequently by a member of the School's Senior Leadership Team.

10. PARENT, PUPIL AND STAFF INVOLVEMENT

Involvement of Parents

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Senior Manager.

Parents are also encouraged to support good behaviour and positive habits in their children at parent meetings.

Involvement of Staff

The working of the school's policies and procedures will be explained at induction and discussed regularly at staff meetings. Staff will also be involved in discussions with pupils in form time.

Staff will also be called upon when necessary to identify and discuss problems that may be behind any negative behaviour, and to suggest possible courses of action. Training in behaviour management will be provided from time to time.

Involvement of Children Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views.

The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns.

Discussions in Form/PSHE time will inform the deliberations of the School Council.

The Head Teacher is responsible for ensuring the positive contribution of pupils.

11. MONITORING

This policy will be monitored and reviewed as part of the ongoing audit of practice within the school. School and classroom rules and the effect of displays to promote good behaviour and also the feedback from the staff, School Council and the Pupil Questionnaires will form part of the monitoring process.

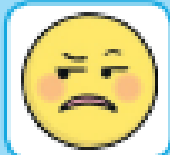
APPENDIX 1: REFLECTION CARDS

Lower School

Feelings Reflection

What happened?

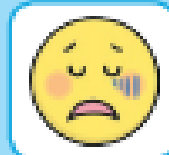
How did you feel?



stressed



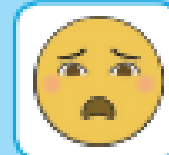
upset



nervous



angry



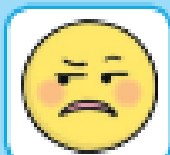
worried



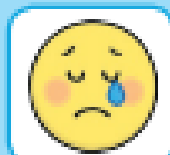
other

What can you do next time?

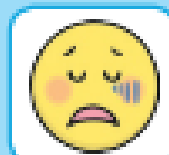
How do you feel now?



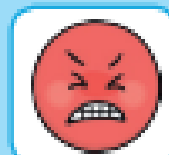
stressed



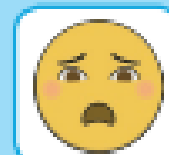
upset



nervous



angry



worried



other

Are you ready to return to the group?



Upper School

Reflection Card

Name: _____

Date: _____

What happened:

Did I make a good choice?

Yes

No

What mood was I in:



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What is my plan for next time:

APPENDIX 2: REVIEW PROCEDURE

PROCEDURE FOR REVIEW FOLLOWING EXCLUSION

The decision to expel or require the removal of a pupil from the School may be subject to review by The Governing Body at the parents' request. The decision to suspend a pupil for fewer than 11 school days may not be subject to review unless the suspension would prevent the pupil taking an examination.

If parents wish to ask for a review of the decision to expel a pupil from the School, they must make the request within seven days of being notified of the decision. The matter will be referred to the Chairman. A representative for the governing body, who was not involved in the initial decision to exclude, will acknowledge the request and schedule a hearing to take place as soon as practicable and normally within five days.

Records relating to the decision to exclude and the parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances however shall the school or its staff be required to divulge to parents or others any confidential information on or the identities of pupils or others who have given information which has led to the exclusion or which the Headteacher has acquired during an investigation.

The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

If possible, the representative for the governing body will resolve the parents' complaint without the need for further investigation. Where further investigation is required, the representative for the governing body will decide how it should be carried out. After due consideration of all the facts considered to be relevant, the representative for the governing body will reach a decision on whether to uphold or rescind the exclusion or may make other recommendations. This decision will be made within ten days of the hearing.

The representative for the governing body will write to the parents informing them of the decision and the reasons for it. The decision of the governing body will be final. The governing body's findings and, if any, recommendations will be sent in writing to the parents, the Headteacher, the Chairman and the other governors.