

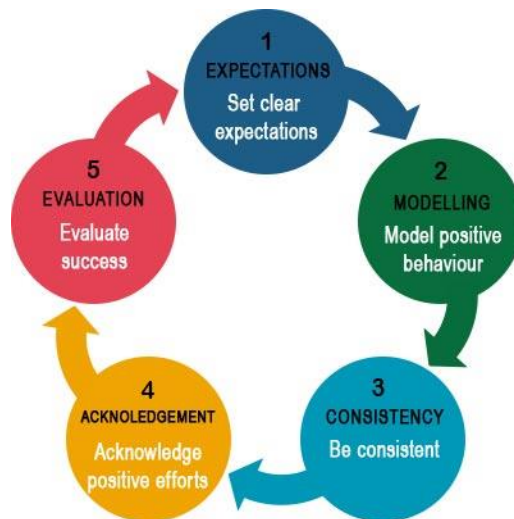
BEHAVIOUR AND DISCIPLINE REWARDS AND SANCTIONS POLICY

Date Reviewed: Summer 2026

Next Review: September 2027

Reviewed by: AL

Cameron Vale School and The Chelsea Nursery is committed to upholding a nurturing environment where behaviour encourages academic and social progress. Cameron Vale School and The Chelsea Nursery operates a positive behaviour strategy, acknowledging good behaviour, encouraging repetition and demonstrating our expectations, values and ethos. The graph below demonstrates how all members of the Cameron Vale School and Chelsea Nursery community take an active role in this process.



Aims

This policy aims to:

- Uphold a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent and calm approach and to celebrate the best behaviours
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination

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 2024, the Equality Act 2010 and the DfE Behaviour in Schools: Advice for Headteachers and School Staff, February 2024, Use of Reasonable Force, July 2013, as well as Keeping Children Safe in Education September 2024, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2023, 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.

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
- 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 and The Chelsea Nursery at 1A Gertrude Street.

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

All staff, governors and parents play an active role in the promotion of positive behaviour and the expectations of the Cameron Vale community. In school, the Headmaster/Headmistress and members of the Leadership Team are the designated persons for behaviour management.

At the Chelsea Nursery it is the Nursery Manager and the Deputy Head who are the designated persons for behaviour management supported by the Head Teacher and The Senior Leadership team within Cameron Vale School.

At Cameron Vale School and The Chelsea Nursery 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.

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

2. RESPONSIBILITIES

The Headmaster/Headmistress

The Headmaster/Headmistress role is to determine the detail of the standard of behaviour acceptable to the school. The Headteacher has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Headteacher 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.

The Leadership Team

All members of the Leadership Team will sort out minor issues and report these to the Headmaster/Headmistress in a timely manner.

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, including but not limited to low-level disruption in and around school
- 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 pupil's 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 Leadership Team 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
- Lunchtime stickers
- House points for academic, social or behavioural success
- Values certificates
- Informal referral to the Headteacher
- Whole class reward system
- End-of-term awards for academic and personal progress

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 may be chosen through a mixture of pupil voice and staff vote at the start of a new academic year. Staff will support the counting of House points weekly to be shared in Friday assembly.

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.

LOWER SCHOOL 'POM POM' JAR (INCLUDING RECEPTION)

The pom pom jar is used to acknowledge and reward collaborative effort and kindness. Classes are committed to filling their designated jar to earn an agreed reward. A pupil's efforts and/or kindness is recognised by giving them a pom to place in the jar. Once the jar is full a class reward is chosen by the children, for example, an extra playtime.

UPPER SCHOOL BEAN JAR

The bean jar is used to collectively work together to reward children for their behaviour and realise their behaviour has consequences for others. Children start the day with 3 beans. If a child's behaviour is not in line with our school values a bean may be taken away. At the end of the day and remaining beans are collectively added to the jar. Children can also earn beans throughout the day to demonstrate the school's values. Once the jar is full the class will earn a reward that has previously been discussed and chosen. For example, a movie afternoon.

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 Leadership Team.

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 card – to be completed whilst missing up to ten minutes of playtime
- missing the first few minutes (maximum five) of break to reflect on behaviour choice
- being placed on behaviour cards which are shared with staff and home
- removal from class to another classroom (older year group) to complete work
- removal from year group during lunch
- missing a club/planned after school activity
- work not finished due to misbehaviour to be sent home to be completed (parents must be informed why this has happened and given reasonable time to support pupils with this)
- 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 information system (iSams, Wellbeing Manager).

Pupil Searchers

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil has a prohibited item that could the safety of the school, pupils and/or staff.

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for an item or items.

The Headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate, and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead.

The designated safeguarding lead should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead without delay if they believe that a search has revealed a safeguarding risk.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

Confiscation

At school, we request that only items relevant to the school day be brought into school. Toys, collectable cards, and sweets should not be brought into school unless specifically discussed with a member of staff and permission has been expressly given.

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, and stolen items. In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for Head, staff and governing bodies."

PHYSICAL INTERVENTION

Physical intervention should never and is not part of regularly managing behaviour at Cameron Vale school. It 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 causing harm to themselves or others
- to prevent a pupil from causing substantial damage to property

On any occasion where physical intervention has had to be used, it must be reported to The Head and Safeguarding team. 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 (2023).

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 the Leadership Team

REPORTING AND RECORDING

A good relationship between parents and school is essential and the staff of Cameron Vale School and The Cheendeavour 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 Head , usually within 24 hours of a request for a meeting.

Reports on behaviour issues may include:

- daily verbal reports
- behaviour log shared with all staff and reviewed by the Leadership Team
- comments in pupil reading diaries and planners
- written reports to parents
- e-mails to parents
- meeting with parents
- phone call home
- parent/teacher evening meetings
- records on the school management system (iSAMS) xc

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 Leadership Team.

PARENT, PUPIL AND STAFF INVOLVEMENT

Involvement of Parents

Parents are encouraged to support good behaviour and positive habits at home and in school.

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing a member of the Leadership Team.

Involvement of Staff

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

Staff will be called upon when necessary to identify and discuss problems that may be behind any negative behaviour, and to suggest 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 can form views the right to express those views. The School Council is a forum for pupils to share their insights and opinions on behaviour in and around the school. There are also multiple opportunities throughout the school day including assemblies, from time and PHSE lessons for individual and groups of pupils to express their feelings and thoughts.

THE CHELSEA NURSERY AT 1A GERTRUDE STREET

All behaviour management is based on modelling, encouragement, and positive reinforcement. Good behaviour centres around our school values and the YOU CHOOSE ethos, encouraging children from the earliest age to think about their choices. Unacceptable behaviour will be discouraged and discussed 'in the moment.' Children will develop behaviours that keep them and others happy.

- We make use of positive modelling behaviour and reinforcing this with praise and compliments.
- Together we show appreciation and love through words and affection. Children will learn to talk, and act based on how they are spoken to and how they are treated.
- Staff are mindful to be polite and respectful when talking to the children and other staff. This modelling will encourage children to be aware on how to talk and interact with others. Saying please and thank you will set a good example.
- Create classroom rules that apply to everyone. Rules are kept clear and simple, and suitable for child's age and ability.
- Focus on giving lots of praise when we feel proud of them or when they behave in a desirable manner. This helps children learn what positive behaviour looks like. Good behaviour is rewarded with lots of attention, praise, cuddles and favourite activities. We are always clear to make the group aware of what we are praising and why. Positive language to reinforce these expectations e.g., "*we use gentle hands*" instead of "*no hitting*." We tell and show our children what we want them to do instead of what we do not want them to do. For example, say "*Please put your toys in the box*" and show them what to do, rather than "*Don't leave your toys out*."
- Staff are encouraged to express and deal with their own difficult emotions, in an appropriate manner, within the classroom. When we express disappointment without shouting or hurting others, we teach children how to deal with angry feelings.
- Being aware of triggers is helpful and staff should be mindful of these. A gentle reminder to stop and think about the possible feelings and needs underneath the behaviour, before responding, is always a good response to have.

- We spend alone time with children who are struggling. Examples include playing a game, reading a book, or spending time outside of the classroom. Having some time away from the group is a useful opportunity to chat and spend time together and will also help them regulate their emotions and response.
- If a child lashes out or gets upset occasionally, this is perfectly ok. We would encourage them to say sorry but will not be forced to apologise. They would then be offered an alternative activity to do. When they are calm the teacher would have a chat with them and discuss their reaction and what the alternative would have been, what they can do to make it right when they lose control of their emotions and give them a cuddle to reassure them that we still care about them. In this way, we are showing the child what to do and it will make them feel valued.
- Children who display inappropriate behaviour on a regular basis – parents will be made aware of the behaviour, and a meeting will be had to discuss how we can facilitate/reinforce the required behaviour.

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 the feedback from the staff, School Council and the Pupil Questionnaires will form part of the monitoring process.

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 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.