

# 1. BEHAVIOUR POLICY

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Date Reviewed: August 2021

Next Review: September 2022

Revision number: 10

Reviewed by: BS

## **THIS POLICY IS CURRENTLY UNDER REVIEW BY THE SCHOOL**

*(REWARDS, SANCTIONS (including Exclusions), BEHAVIOUR & DISCIPLINE)*

This policy conforms with the requirements of paragraph 9(a) of The Education (Independent School Standards) Regulations 2014. It also reflects the requirements of the Statutory Framework for the EYFS 2017, the Equality Act 2010 and the DfE guidance for schools: - Behaviour and Discipline in Schools: Advice for headteachers and school staff, January 2016 and Use of Reasonable Force, July 2013

This is a statement of the aims, principals and strategies for behaviour (including rewards, sanctions and discipline) at Cameron Vale School for all classes including the EYFS (Nursery and Reception Classes). It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. A schedule for the review of this, and all other, policy documents is set out in the school's Development Plan. (Also see the school's Anti-Bullying Policy and Safeguarding Policy)

### **1. AIMS**

*The School aims:*

1. To promote an ethos where all members of the school community feel happy, safe and secure
2. To promote good behaviour based on mutual respect between all members of the School community
3. To promote the attitudes and values necessary for individual children to develop self-responsibility and to contribute positively to their own personal development and to that of the School.
4. To encourage the highest standards in collective and self-discipline
5. To treat all children fairly and apply rewards/sanctions in a consistent manner, which reflect the age and understanding of the child.
6. To further encourage these attitudes and values through a system of rewards and sanctions
7. To offer individual support to those pupils who experience emotional/behavioural difficulties
8. To promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
9. To work in partnership with parents to foster good behaviour

### **2. ETHOS**

Cameron Vale pays due regard to its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils. The School's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils- especially those who experience emotional/behavioural difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils. Emotional and behavioural difficulties take many forms, i.e.

- a pupil may become withdrawn and unable to make friends;

- a pupil may be unable to concentrate on classwork or homework;
- a pupil may become disruptive and/or aggressive in class.

In such cases the causes of the emotional/behavioural difficulties should be determined (see later section on 'Health' related causes) and strategies may well be needed to build or rebuild the teacher/pupil relationship. The School believes in the importance of 'negotiating'. This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases, tangible rewards may be offered in return for improved behaviour and effort. In cases where trust is minimal this may be formalised into a contract. Close liaison with parents and teachers is essential for effective modification of the pupil's behaviour. If appropriate, and with parents' consent, outside agencies may become involved.

**A.** General Management

**B.** All pupils have a right to work in a calm, supportive and purposeful atmosphere.

**C.** All pupils have the right to come to school without the fear of being bullied - see 'Anti-bullying' policy.

**D.** Guidelines are discussed at the beginning of each school year outlining expected classroom behaviour, with reasons. These rules prepare pupils for their eventual position in a place of work where procedures have to be followed.

**E.** The School Council with pupil representatives, helps to give the pupils a sense of involvement and citizenship.

**F.** Pupils normally sit at the same place each lesson within a structured, working group. This helps to provide a safe, disciplined environment.

**G.** Class lists and details of pupils with special educational needs are available for cover/supply teachers to quickly identify and resolve problem areas.

**H.** Each agenda for Staff meetings has a regular slot for staff to share problems that they have with specific pupils, information about the pupils and strategies for dealing with the specific problem/individual. This includes positive and improved behaviour.

## **PHYSICAL INTERVENTION**

Physical intervention with a pupil, including children in the EYFS, by a member of staff is acceptable if needed to avert immediate danger or personal injury. If such an occasion should occur, the member of staff must inform the Headmistress and a record will be kept. The parents must be informed on the same day or as soon as reasonably practicable. All members of staff are required to be aware of the guidance regarding the use of force by teachers, as set out in the DfE's non-statutory advice entitled *Use of Reasonable Force, July 2013*

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

## **HEALTH RELATED CAUSES OF EMOTIONAL/BEHAVIOURAL DIFFICULTIES**

Many instances of emotional/behavioural difficulties are caused by undiagnosed or diagnosed medical/psychological problems such as hearing loss, visual impairment, depression, anorexia, or bulimia. These difficulties might be the result of autistic spectrum disorders, ADHD, anxiety, attachment disorders, bullying and difficulties at home including parental relationship problems. A known medical condition, such as epilepsy or asthma, even when effectively managed by medication can cause emotional/behavioural difficulties. The School recognises the importance of INSET in this area. Some INSET relating to emotional/behavioural difficulties will take place.

## SUPPORT SYSTEMS FOR PUPILS

### *The Class Teacher*

The class teacher has prime responsibility for behaviour and pastoral care (including EYFS). This includes:

- A.** giving rewards and sanctions
- B.** watching out for children who are behaving out of character
- C.** looking for signs of distress and upset
- D.** through talking and listening to children, (this may also reveal safeguarding concerns which should be reported to the DSL immediately)

### *Rewards (Also see Appendix 2)*

The general practice of classroom management involves rewards being given to children on a daily basis. These include:

- A.** verbal praise, written remarks about good work, stickers, stampers, sending children to a nearest teacher or the Head for praise, Star of the Week
- B.** vale points, stars, commendations are given to children in recognition of outstanding work or behaviour
- C.** displaying pupils' work and celebrating achievements in Newsletters and Good Work Assemblies are tangible rewards available to the teachers. Staff try and ensure that pupils' work is displayed if it deserves praise and in doing so the pupil will experience pleasure and self-satisfaction
- D.** reports which are also seen as a vehicle for constructive criticism and praise

### *Sanctions (Also see Appendix 1)*

Under normal circumstances a clear distinction is made between minor and more serious offences. Problems with pupils' classwork will initially be dealt with by the class teacher, and then, if necessary, by the Head. The staff use sanctions which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances and the age of the child. The staff discourage the punishment of a whole group unless this is unavoidable or appropriate. The making of a 'contract', behaviour or rewards/motivation chart or 'behaviour book' by negotiation is sometimes appropriate. These are written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals. The pupil and parents must fully participate in the negotiation

### *Records*

As required, the school keeps a register of sanctions imposed for serious misbehavior; this is kept in the Headmistress' Office. A folder is also kept which contains the details of other less serious misbehaviour and the sanctions imposed. These records are monitored by the head for any patterns or increase in misbehaviour.

### *Action to be Taken*

Sanctions can be particularly effective if they are seen by the peer group and the offender to match the offence. Each class agrees to the school rules in a contract at the start of the academic year and has a discussion about the structure of a 'code of behaviour' and the school rules. In many cases of bad behaviour there are offenders and victims. In such a case we talk to the suspected victim, the suspected offender and any witnesses (if appropriate). If any bad behaviour is confirmed, the following action will be taken:

Help, support and counselling will be given as is appropriate to both the victims and the offenders:

*We support the victims in the following ways:*

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose;
- informing the victims' parents/guardians;
- by offering continuing support when they feel they need it;
- by taking one or more of the disciplinary steps described below to prevent worse behaviour by the offenders.

*We discipline, yet help the offenders in the following ways:*

- by talking about what happened to discover why they offended. The most powerful sanction is modelling the good behaviour of others and the disapproval of individuals who an offender respects, e.g. his/her peers, a parent or particular teacher. Teachers should also have opportunities to learn from what has happened. The school makes every effort to create a climate in which any sanctions will: a) have the greatest effect; b) preclude any re-offence.
- by continuing to work with the offenders in order to get rid of unsocial attitudes as far as possible;
- by taking one or more of the disciplinary steps described below to prevent worse behaviour.

## **DISCIPLINARY STRATEGIES**

*The offenders may:*

- A.** Be spoken to by their teacher to discuss their behaviour
- B.** Be sat away from their usual seat in class to work away from peers
- C.** Be sent to another class for a short period of "time out"
- D.** Be sent to speak to other members of staff, the relevant Deputy Head or Headmistress
- E.** Have their parents/guardians informed if appropriate (parents may be called in to the School)
- F.** Be given behavioural or encouragement charts and rewards systems
- G.** Have privileges withdrawn (e.g. missing playtime etc.)
- H.** Make up class work or homework 'avoided' at break or lunch time under direct supervision
- I.** Be withdrawn from participating in practical work for a period of time if appropriate to safeguard the welfare of the majority of pupils (if their or others' safety is a cause for concern)
- J.** Receive an official warning to stop offending; 2 warnings can be given before a final Strike (see below)

## **STRIKES**

Warnings may be given to pupils by teaching staff for relatively serious or persistent offences (these should be cleared at the end of the school day). The 3<sup>rd</sup> warning given then becomes a Strike. If at any point the teacher feels an action is so extreme, they can judge the severity of the offense and give a Strike immediately. It is noted that while Reception children are learning proper behaviour, leniency is given as to the appropriate number of warnings and consequent sanction, at the discretion of the teacher. A Strike is a serious sanction that will result in the following:

- The Teacher will inform the Headmistress and the appropriate action/sanction agreed to discuss with parents

- The Headmistress will record this (and the action that results) in the official Sanction Record Book The pupil's parents will be informed
- Action agreed with parents might include: pupil to speak with Headmistress, verbally apologise to relevant pupils or staff, missing playtime, written letter of apology, before or after school detention, home sanctions, missing special events or treats e.g. visits or workshops, behaviour charts or contracts, plus any other sanctions as appropriate and agreed. All will be with the parent's agreement/supervision and prior notification.

3 Strikes in an academic year, lead to a formal meeting with the parents and the Headmistress and appropriate action agreed (but Strikes accrued are cleared for the start of the following year). Such action agreed might include:

- Out of school hours detentions
- Internal suspension for 1 day or longer if appropriate
- Personal pupil contract drawn-up which includes the staged accrual of privileges (the contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals)
- Suspension from school (if they do not stop offending) for a fixed period. This would be the "last resort" and would be in close liaison with the parents along with an agreed review date and process. An independent panel may also be sought such as the Principal.

## EXCLUSION

Throughout this process there will be regular meetings with the parents and if the behaviour is unresolvable, as outlined in the Parents' Terms and Conditions, the pupil might in very extreme cases, be recommended for permanent exclusion (expulsion) if they will not end such behaviour. A complaint/review process will be set out.

Any behaviour related incident of a fairly or serious nature, must be reported to a member of the SLT and a record should be completed and submitted to the Headmistress. The template which should be used for this can be found in the Staff Handbook.

## MANAGING PUPILS' TRANSITION

Children can become anxious during times of change. This can affect their behaviour. Many systems, in addition to the positive rewards listed above, have been implements to assist with transitions in particular in the EYFS. Some of these systems include:

1. Nursery children have their lunch in their classroom and use the playground by themselves (supervised by staff).
2. A careful settling process takes place when a child joins the Nursery (including home visits and stay and play sessions). Please see Nursery Settling Policy for further information.
3. Reception children have their lunch and playtimes by themselves (with staff) when they first join the school. As the year progresses, they spend more time with Class 2
4. Reception children have a Class 2 Buddy with whom they read and play with regularly
5. Reception children have a half day on a Wednesday during the first term at Cameron Vale. They often arrange playdates and park trips with other families during this afternoon
6. We send home a Reception Questionnaire to parents around the half Term every Autumn Term to hear their feedback about the transition from Nursery and how they have settled in
7. Every year in the Summer Term we hold a "Moving Up Morning" for children when they spend the morning in their new classroom for the next academic year with their new teachers.

8. In the Summer Term, Class 5 children discuss the Prefect roles that are given to Class 6 pupils and are given the opportunity to “apply” for different roles stating why they would like them and how they feel they could fulfil the role well.
9. Class 6 enjoy PSHE lessons in the Summer Term helping to prepare them for their senior schools.
10. At the start of the academic year, the term always begins with a 2-day week to help the children’s transition into the new year and their new classes.

## **LIAISON WITH PARENTS AND OTHER AGENCIES**

It is expected that parents will support their child’s learning and co-operate with the school at all times. Staff aim to communicate effectively with parents and will inform them at an early stage if there are any concerns about their child’s behaviour.

If the school has reason to use sanctions, it is expected that parents will support the actions of the school. If parents have any concerns, they should initially contact the class teacher. If this does not resolve matters, they should contact the head.

In certain circumstances the school may liaise with other agencies regarding a child’s behaviour. These include, although are not limited to, Children’s Services, CAMHS, educational psychology services, child counselling services.

## **DISCIPLINARY ACTION AGAINST PUPILS WHO ARE FOUND TO HAVE MADE MALICIOUS ACCUSATIONS AGAINST STAFF**

If a child is found to have made an unfounded or malicious accusation against a member of staff, the sanctions above will be applied as appropriate, according to the nature and seriousness of the accusation. These sanctions will follow a full and thorough investigation and discussion with the relevant staff and parents.

## APENDIX 1

### CAMERON VALE SCHOOL SANCTIONS

OFFENCE	SANCTIONS
<p><b>MEDIUM LEVEL OFFENCES:</b></p> <ul style="list-style-type: none"> <li>• Rough play</li> <li>• Repeated verbal taunting, name calling or teasing</li> <li>• Throwing food / water</li> <li>• Bad behaviour off site</li> <li>• Rudeness to staff</li> </ul>	<ol style="list-style-type: none"> <li><b>1.</b> Warning</li> <li><b>2.</b> Time Out (time dependent on age but never more than 10mins)</li> <li><b>3.</b> Strike (after 3 warnings) and parents informed*.</li> </ol> <p>*Parents may be informed at any stage if deemed appropriate.</p>
<p><b>HIGH LEVEL OFFENCES:</b></p> <ul style="list-style-type: none"> <li>• Bad language (deliberate rudeness and / or offensive or swearing)</li> <li>• Deliberate punching, hitting, kicking, spitting or tripping</li> <li>• Lying</li> <li>• Stealing</li> <li>• Malicious comments about pupils or staff</li> <li>• Bringing the school reputation into disrepute (Such as poor behaviour at a fixture / educational visit)</li> <li>• Causing potential danger to others in or out of school</li> </ul>	<p>Immediate Strike and parents informed.</p> <p>Immediate withdrawal from activity where appropriate.</p>

### CYBER BULLYING - WHAT SANCTIONS WILL BE USED?

The 'No blame' approach will be used; however, the person may lose certain privileges depending on the severity and the length of the bullying. These may include blocked access to the Internet at school, detention, or even suspension or exclusion, which will be at the discretion of the Headmistress. Access to technology should be seen as a privilege not a right and the abuse of these privileges brings consequences.









CAMERON VALE SCHOOL  
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