



## Grow your mind; aim high.

### Behaviour at Cardinham School - The Rationale and Our Ethos

Our aim is that behaviour for learning is good and outstanding across the school as all pupils, including those with SEND or vulnerabilities, are able to **grow their mind and aim high** and so fulfil their potential in a supportive environment, where good manners and a moral purpose are explicitly taught, modelled and expected. At Cardinham we believe that our aims can be best realised in a school where good behaviour is the norm.

Parents, staff and governors believe in investing in a successful behaviour culture in our school. Good behaviour includes aiming towards pupils' becoming well-rounded, independent, social human beings.

At Cardinham we approach behaviour positively by noticing good behaviour in a variety of ways to:

- Ensure safety and well-being of all children
- Allow pupils to access learning in accordance with the Human Rights Act where all children have a right to an education, leisure, culture and the arts.
- Maintain a consistency of excellent behaviour within the school through good manners, consideration, respect and encouraging pupils to take responsibility for their actions.
- Ensure inclusion of all needs within the learning environment.

### Whole School Rules

Our whole school rules are:

- Care for everything and everyone.
- Show good manners at all times.
- Follow instructions with thought and care.

These are implemented in all classes and during all playtimes so pupils have clear expectations on how to behave.

### School Values

At the heart of our school are the following values:

- Determination
- Reflection
- Empathy
- Curiosity
- Creativity
- Collaboration

At Cardinham, through the implementation of our values, we are motivated to create successful, confident, resourceful and intrinsically motivated learners.

The pupils identify with the school values through age appropriate displays within each class. Children are also encouraged to recognise other children in the class who are achieving the values and teachers point out particular values that are needed to achieve in certain activities.



### Rewards

- Class Dojo points are awarded in line with our school values – a class reward is achieved when 1000 points has been reached.
- Each child is placed within a 'house' (Treslea, Pinsla or Tawna); at the end of each term, the house with the most points receives recognition.
- Praise, stickers, certificates and encouragement that centres on our school values.
- Weekly celebration assemblies that identify pupils who have encompassed the school's values and rules. These are communicated with parents on the school newsletter.

### Sanctions

Firstly, when class or individual behaviour isn't as expected, we promote open, individual or whole class discussions with children to encourage them to reflect on and understand why certain behaviours are unacceptable.

When dealing with negative behaviour, staff remember that **all behaviour is communication** and to focus on the behaviour that the pupil is displaying not on the individual themselves. Unless specific behaviour plans are in place, staff will take the following approach:

- Emphasise which value and/or school rule the pupil is not following
- Encourage pupils to make sensible choices
- Explain what the sanction will be if they continue

Unless specific behaviour plans are in place, staff will follow the process below:

1. Reminders (as explained above)
2. Loss of 5 Minutes Playtime, name moved down to yellow on behaviour chart \*
3. Name moved to red and time out in another class room/loss of breaks, speak to parents.
4. Internal exclusion to an appropriate room to complete work, recorded on CPOMS, speak to parents
5. Exclusion from school event, sports event, extra-curricular trip or club, based on risk assessment, authorised by Headteacher and discussed with parents, recorded on CPOMS

\* If after the last break, children will spend 5 minutes in another class or area of the class instead.

These steps may be adapted within certain classes to become more age appropriate i.e. a reception pupil's name may be removed from the sun.

For more serious incidents, these steps can be bypassed.

### Persistent Poor Behaviour

When poor behaviour is persistent the school will investigate the background to this behaviour carefully as it might indicate that the pupil has Special Educational Needs, has suffered from trauma due to adverse circumstances or there might be a Safeguarding issue.

Teachers will, with support from the SENCO or Headteacher, contact parents and devise an Individual Behaviour Plan. This plan is shared with parents, class teacher and pupil and an agreement is made between all parties.



If poor behaviour persists despite intervention, an additional will take place and the behaviour plan will be reviewed. At this point, when a child is at risk of exclusion in line with our behaviour policy, we can opt to use internal exclusion as a means for avoiding an external exclusion. This is discussed with parents.

Parents will be informed in person or by email – these conversations are recorded on CPOMs.

We have one THRIVE/TIS trained practitioner and, at the time of writing, an another staff member training who will attune, contain, validate and improve behaviour through assessment, building relationships and targeted activities. The Thrive/TIS Approach is grounded in the current scientific developments in neuroscience. These members of staff will have scheduled sessions to meet the needs of our pupils with behaviour issues and will also work re-actively as and when necessary across our school.

#### Exclusion – Fixed term and Permanent Exclusion

Cardinham School reserves the right to exclude a pupil for a fixed period in the event of:

- Serious verbal abuse
- Serious physical aggression
- Vandalism and/or stealing
- Racial, homophobic or religious abuse
- Sexual misconduct
- Persistent disruptive behaviour
- Bringing in harmful substances/objects into school
- Dangerous behaviour to self or others including not listening to instructions, climbing walls/tree or fences or attempting to leave the school grounds

Extreme acts of physical aggression against pupils or staff may be subject to permanent exclusion.

Exclusion Process – Parents will be informed by phone call and letter. The decision to exclude is made by the Headteacher or Assistant Headteacher. They will discuss this option with other members of the Senior Leadership Team and, if possible, a governor before deciding this sanction. The school will report this exclusion to the Local Authority Inclusion Team.

1. First Offence	Fixed term exclusion for the day of offence
2. Second Offence	Fixed term exclusion for 1 day , meeting with parents, readmission meeting
3. Third Offence	External exclusion for 2 days, support plan will be written, readmission meeting
4. Fourth Offence	External fixed term exclusion for 3 days with a warning that a further offence will result in a 5 days' exclusion. A warning will be given that a further incident will almost certainly lead to a permanent exclusion. Readmission meeting
5. Fifth Offence	External fixed term exclusion for 5 days. A warning will be given that a further incident will almost certainly lead to a permanent exclusion. Readmission meeting
6. Sixth Offence	Depending on the circumstances this will normally be a permanent exclusion., which is



the most severe sanction. The headteacher will make the recommendation to the governors.

All adults in our school are expected to adhere to and positively promote this policy.

This policy complies with the Teachers Standards. Governors and headteacher will ensure that teachers:

- 1 Set high expectations which inspire, motivate and challenge pupils*
- 2 Promote good progress and outcomes by pupils*
- 3 Adapt teaching to respond to the strengths and needs of all pupils*
- 4 Manage behaviour effectively to ensure a good and safe learning environment*

Any complaints relating to the behaviour policy should follow the school's complaints procedure.

To be approved at FGB meeting on 6<sup>th</sup> Oct