

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.

Cardinham School Behaviour Policy

Rewards

- Verbal Praise & Dojo Points
- Celebrations in Assembly
- Positive note/ text home/verbal
- Thank you letter home
- Show work to Headteacher
- Lunch at Head teacher's table on Friday

Some Key Phrases to use

- I've noticed that...
- I need you to ... thank you.
- I care about you so...
- I can see that you are ...
- I understand you are feeling ... as ...
- It sounds like you might be...
- I was starting to think that maybe...
- You might be letting me know that...

Restorative Talk

1. What happened?
2. What were you thinking about at the time? What were you feeling?
3. What have your thoughts been since the incident? What are you feeling now?
4. Who has been affected? In what way have they been affected?
5. What needs to happen to make things fair or better?

Visible Consistencies Modelled Positively by All Adults

- Every adult greets with a smile and a good morning.
- Class recognition board in each class with a different focus each day or week.
- All children enter the class quietly and ready to learn.
- All children leave the class in a calm and peaceful manner.
- Whilst on lunch or break duty, adults interact with children and model positive relationships and interactions.
- When wanting attention, children must wait patiently or use a polite phrase such as "Excuse me please...".
- Children walk confidently around school greeting adults and other children positively with a smile.
- Children are sat down and focused on their learning in class.
- Children respond politely if asked a question by an adult.
- Staff notice and respond to good behaviour exhibited by children across the school.
- All staff correct behaviours that contradict our school rules in a patient, calm and understanding way using key phrases and a restorative approach.

Consequences

Before following this approach, the teacher will give a look and the BSL sign for focus/concentrate to the learner (Step 1). If the behaviour continues:

2. Final Reminder – you will be asked which rule you have broken/are breaking and asked how to correct.
3. Last chance – you will be given a last chance to change your behaviour and a reminder of your earlier discussion.
4. Reflect – you will be moved in class where you will reflect on your choices.
5. Repair – you will restoratively discuss your behaviour with the adults involved and consider how best to repair the problem behaviour. I.e. complete missed work during own time, apologise, decide what to do instead. This will take place during the child's own time (e.g. at break time or lunchtime).

Adults are to use this approach in a sensitive and discrete manner so as not to shame the child. When appropriate, adults may choose to move straight to repair and carry out restorative talk should there be a falling out or incident.

Children who exhibit **over and above** fantastic behaviour that has not prompted by the teacher or self-reported can be recommended to the Headteacher for special recognition. I.e. being an excellent role model, considering others' feelings, continually showing good manners, always treating others kindly, a constant willingness to help others.

Restorative Talk

The aim of the restorative approach is to develop our community and to manage conflict and tension by repairing harm and building relationships. For effective teaching and learning to take place, we believe that there should be good relationships within the school. The restorative approach puts repairing harm done to relationships at the heart of the school. This allows us to build, nurture and repair relationships.

The **restorative approach** gives us two main opportunities.

- It primarily provides those who have been harmed (victim) with a forum to 'have their say and be heard', which is vital to the healing process.
- Secondly, it presents the offender (perpetrator) with an onus of responsibility for their actions, an opportunity to make some form of retributive acknowledgement.

The restorative approach also allows for pupils to repair relationships when they have disagreements by understanding both peoples point of view. We see pupils support each other through this peer support. The main tool in the restorative approach is the **Restorative Conversation**. This is the place where the two parties are able to discuss the situation with the intent of restoring things to a good learning environment. The conversation takes the form of 5 questions

In school we use the 5 questions during these conversations:

1. What happened?
2. What were you thinking about at the time? What were you feeling?
3. What have your thoughts been since the incident? What are you feeling now?
4. Who has been affected? In what way have they been affected?
5. What needs to happen to make things fair or better?



The conversations show that actions have consequences to how people are feeling which has an influence on how they are able to learn. Discussing these will encourage people to accept responsibility and repair relationships.

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 ELSA trained practitioner and, at the time of writing who will work with the child to improve behaviour through assessment, building relationships and targeted activities. This member of staff will have scheduled sessions to meet the needs of our pupils with behaviour issues

Further Sanctions

As explained, we promote open, individual or whole class discussions with children to encourage them to reflect on and understand why certain behaviours are unacceptable as outlined in our behaviour crib sheet above.

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.

We understand that, for some pupils, there needs to be further deterrents (sanctions) in place to correct persistent poor behaviour. Unless specific behaviour plans are in place, staff will follow the process below:

1. Time out in another class room/loss of breaks, speak to parents.
2. Internal exclusion to an appropriate room to complete work, recorded on CPOMS, speak to parents
3. 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

For more serious incidents, these steps can be bypassed.

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