



### CH Behaviour Policy – Cadogan House including EYFS

School update	
Responsible for review of policy	CH Head
Last school update	September 2019
Governor Sub-Committee approval	
Sub Committee to review and approve	Pastoral
Review Period	3 Yearly
Last Sub-Committee review date	
Scheduled review	September 2019
<b>Approved by Sub Committee (Meeting date)</b>	
Version number	1
Next Sub-Committee Review	September 2022
Related policies	



## INTRODUCTION

It is our aim to ensure that all children in our care from those in the Early Years Foundation Stage in Reception to Year 6 reach their full potential academically alongside their social and emotional development. Children will make optimum progress in a positive, well-ordered learning environment which values all children as individuals and where genuine success is celebrated. At Cadogan House children will develop an appreciation, understanding and respect for the rights, needs and feelings of others.

The aims of this policy are as follows:

1. To establish and maintain a learning environment that builds resilience, motivates pupils to want to learn and to behave appropriately in school;
2. To reward children for effort, commendable work and/or behaviour and sanction poor behaviour and attitudes as appropriate;
3. To encourage pupils to develop a sense of respect and responsibility towards others and the environment;
4. To protect children from the undesirable behaviour of others.

We want to reward genuine effort and not focus solely on levels of achievement. The educationalist Carol Dweck stated the following:

**“Emphasizing *effort* gives a child a variable that they can control. They come to see themselves as *in control* of their success. Emphasizing natural intelligence takes it out of the child’s control, and it provides no good recipe for responding to a failure.”**

## OUR ETHOS

This is based on care and consideration for others, in treating others in the way you would wish to be treated. It is vital that our pupils are presented with the right sort of example from adults working with them and that there is consistency amongst members of staff. We never want to humiliate or frighten children in our care. It is the responsibility of all adults to ensure they have listened to children and to have found a measured response to behaviour issues. There are no circumstances when it is acceptable for an adult to humiliate/bully/target a child.

Bullying in any form is **not** tolerated (See Bullying Policy in whole School Policy Section).

## OUR HOUSE SYSTEM

There are four Houses in Cadogan House – Emerald, Ruby, Sapphire and Topaz. Each pupil is assigned a House and siblings are always in the same House. This system fosters a sense of identity with others and promotes collaboration and teamwork.

## VALUES AT CADOGAN HOUSE

We expect all children to respect our Golden Rules (see Appendix 2) and to develop a deeper engagement with the RMS values (see Appendix 2) as they progress through Cadogan House. Values are modelled by adults and encouraged through our Golden Rules which are displayed in classrooms. Assemblies highlight these and staff will refer to them as appropriate during the teaching week and at playtimes.

## REWARDS

Any rewards should link directly to our Golden Rules and Values which are taught discretely through the themes in our Life Skills programme, Bounce Back (see Appendix 2) and are embedded in our philosophy of “bucket filling”. Pupils should be aware of why specifically they have received a reward token. e.g. supporting someone who is upset.....picking up that piece of litter which does not belong to you..... persevering when you could not understand this at the beginning of the week..... sharing your worry about ..... keeping things in perspective when you forgot your PE kit.

**House Points** are awarded in KS1 and KS2 for effort, progress and commendable acts of “bucket filling”, courtesy etc. Children are given the appropriate coloured counter to place in their House bucket to support visibly and tangibly our “bucket filling” philosophy of being helpful and demonstrating positive behaviours. **TEAM success** is celebrated in class groups and assemblies where weekly totals are announced by Year 6 House Prefects. House Teddy is displayed in the Pre-Prep shared area and his T-Shirt is changed to reflect the winning House each week. At the end of each term the ribbons of the winning House are tied onto the House Cup which is displayed in the main foyer.

**Merits** are awarded in KS2 for particular effort, progress and attainment in any area of the curriculum. A sticker is put in the Pupil planner/on an individual piece of work and the Form teacher records totals on GoogleDrive.

For example:

- for a specific piece of work to reward a pupil who has shown a **special effort**.
- for **progress** in a particular area.
- for **consistently good work** after a few weeks or at the end of a topic
- for an excellent piece of work

The Head of Cadogan House congratulates personally any pupil who has demonstrated particular effort and/or progress in a dedicated weekly session, “Above and Beyond” time.

A green metal Merit badge is awarded for 20 Merits; a Bronze star for 40 Merits; a Silver star for 80 Merits and a gold shield for 120 Merits is. There is a sliding scale to accommodate pupils joining the school at a later stage so that every person has the opportunity to achieve these goals.

**Rainbow Badges** are awarded to pupils for making a consistent effort to follow our Golden Rules and values and for achieving any personal target(s) agreed with their Form teacher. There is a coloured badge specific to each year group following the colours of the rainbow:

Reception	Red
Year 1	Orange
Year 2	Yellow
Year 3	Green
Year 4	Blue
Year 5	Indigo
Year 6	Violet

### **Classroom Rewards**

Praise for genuine achievement is the bedrock of any behaviour system. In addition to verbal praise, staff may use their own stickers, stamps, smiley faces etc. If teachers have a personal method of encouraging good behaviour they need to discuss this with their parallel teacher to agree ways to link it to the established systems in the class.

### **MONITORING OF INAPPROPRIATE BEHAVIOUR / SANCTIONS**

At Cadogan House we set high expectations for behaviour. We understand that every girl is different and that flexibility is an important element of any system to meet different needs.

Our aim, wherever possible, is to be redemptive in how we deal with negative behaviours. Discussion is a key element in each stage. The key is to get the child to understand the impact of their behaviour on themselves and others. It is therefore not appropriate to send a child outside the classroom unsupervised or to set extra learning as a punishment.

We do not use negative sanctions such as black marks or demerits but instead promote dialogue, reflection and agree on the most appropriate action as a consequence of unacceptable behaviour. Any topical behavioural issues relevant to a specific year group should be addressed in Life Skills/Circle Time as required, regardless of the planned work for that time.

Fortunately serious instances of inappropriate behaviour are rare. Consistency among staff in their response to any child breaching the Golden Rules, and a shared expectation reduce the incidences of serious types of inappropriate behaviour.

There will be times when it is in the child's best interests to apply sanctions for negative behaviour. It is vital that the child understands exactly why this is happening and what she can do to ensure that the inappropriate behaviour is not repeated. The focus should always be on the behaviour and not the character/personality of the individual pupil. Members of staff must ensure that this is always the case by taking time to talk to a child following the stages outlined below. These are a guide only. Children do not necessarily move through each stage but are dealt with as befits the particular behaviour issue.

#### **Stage 1:**

Verbal or non-verbal means are used by a member of staff to encourage a girl to behave appropriately.

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The next step in Stage 1 would be to see a girl privately to discuss continued inappropriate behaviour. After a Reflection with the Form teacher (see Appendix 3) to encourage the pupil to think carefully about the choices they have made and how their actions have impacted on themselves and others. From this discussion a measurable target is set for improvement and may include an appropriate sanction for the individual involved. This should be set with a date for review. A teacher may involve parents at this stage if they feel it is appropriate.

### **Stage 2:**

If matters have not improved after the review in Stage 1, then feedback should be requested from all staff who teach the girl. The girl's behaviour should be raised at the Cadogan House staff meeting by the Form Teacher. All such cases are included in the staff meeting minutes which are circulated to all staff teaching girls in Cadogan House and the information is recorded on the **Pastoral Log**.

Teachers must involve parents at this stage. The pupil needs to be made aware that all teachers are monitoring her behaviour. She needs to understand that all staff want her to achieve her behaviour target/s. A measurable target is set for improvement which should be achievable within 1- 2 weeks and may include an appropriate sanction for the individual involved.

### **Stage 3:**

If behaviour does not improve by the next review, the Deputy Head must be involved. An Individual Behaviour Plan (IBP – Appendix 1) will be put in place to monitor formally the behaviour of a girl over a two week period.

The Form teacher meets with the parents and the Deputy Head to discuss the IBP.

Parents must be updated about progress of the IBP on a week to week basis. At the end of the second week the child will come off the IBP following a positive review.

### **Stage 4:**

If the IBP has still not improved the girl's behaviour then a meeting is called between the Head of Cadogan House and the parents to discuss the situation. Agreed actions on both sides will be minuted from the meeting. A review meeting will be set at the end of this meeting.

Mr Carson, Head of School, is informed of the case history at this stage.

### **Stage 5:**

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Following a negative review at Stage 4 the parents will meet Mr Carson, Head of School, and the Head of Cadogan House to discuss the next steps with regard to the case.

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### **THE ROLE OF THE CHAPLAIN**

We are fortunate to have a part time Chaplain at RMS. The Chaplain has a key role in pastoral care and serves as another resource to support staff with a pupil when more time might be needed to talk through the underlying causes of distress and/or inappropriate behaviour. The Chaplain does not offer a counselling service but a school counsellor is available should a member of staff consider this to be useful after discussion with the Head of Cadogan House and parents.

### **Appendix 1: Individual Behaviour Plan**



## **Individual Behaviour Plan**

Pupil name: \_\_\_\_\_

Class/Year Group: \_\_\_\_\_

**Behaviour Targets:**

**Methods and Resources to Meet Targets:**

**Success Criteria:**

## **GOLDEN RULES**

Always treat others the way you want to be treated

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## **CADOGAN HOUSE GOLDEN RULES**

Always treat others the way you want to be treated

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- We are gentle
- We are kind and helpful
- We work hard
- We care for our world
- We look after property
- We listen to people
- We are honest

## **RMS SCHOOL VALUES**

- Respect
- Participation
- Compassion
- Courage to Challenge Oneself
- Responsibility
- Perseverance
- Honesty
- Commitment
- Tolerance

## **BOUNCE BACK THEMES**

1. Core values
2. People bouncing back
3. Courage
4. Looking on the Bright Side
5. Emotions
6. Relationships
7. Humour
8. No bullying
9. Winners - knowing strengths/limitations; goal setting, persevering, organising

# Cadogan House

## Reflective Break

Reason for situation

Name -

Class -

Date -

What happened?

How do I feel?

How has this affected other people?

Other Consequence(s)

Are there other choices that I could have made?

What help do I need to achieve this?

Pupil signature:

Staff signature:

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