



Behaviour policy – Cadogan House including EYFS

School update	
Responsible for review of policy	Cadogan House Head
Last school update	June 2021
Governor Sub-Committee approval	
Sub Committee to review and approve	Pastoral
Review Period	3 Years
Last Sub-Committee review date	September 2019
Scheduled review	June 2024
Approved by Sub Committee (Meeting date)	N/A School update
Next Sub-Committee Review	March 2024
Related policies	SMSC Policy Policy on Teaching Political Issues

Uploaded to Staff Shared	June 2021
Uploaded to Website	June 2021

INTRODUCTION – ethos and aims

At Cadogan House our ethos is to treat others fairly in the way we would wish to be treated. We set and share high expectations of behaviour based on mutual respect, care and consideration for others and our environment. It is vital that our pupils are presented with the right example from adults working with them and that there is consistency amongst every member of staff who is expected to model good behaviour at all times, to ensure that they have listened to children and to have found a measured response to any unacceptable behaviour issues. Each individual has the right to have been ‘heard’ and there are no circumstances when it is acceptable for an adult to humiliate a child.

It is our aim to ensure that all children in our care are supported to develop socially and emotionally in a positive, well-ordered environment which values each person as an individual.

The purpose of this policy therefore is as follows:

1. To establish and maintain a supportive environment that builds resilience and motivates pupils to learn and to behave appropriately in school and the wider community.
2. To develop a philosophy where there is a sense of respect and responsibility towards self, others and their environment.
3. To reward children for genuine effort and progress, commendable work and/or behaviour following the belief stated by educationalist, Carol Dweck: *“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.”*
4. To protect pupils by monitoring and sanctioning poor behaviour and attitudes of others as appropriate.

ENVIRONMENT

In order to establish and maintain a supportive environment that builds resilience and motivates pupils to learn and to behave appropriately in school and the wider community we are always non- judgemental, try to build on positives and to be redemptive wherever possible.

We appreciate that every pupil is unique and that understanding and flexibility are important elements of any system to meet different needs. Our focus is always on the behaviour and not the character/personality of the individual pupil.

To support the pupils in understanding the importance of making the right choices as they learn to appreciate the impact of their behaviour on themselves and others, we have incorporated a programme called **BOUNCE BACK** (see Appendix 3) as part of our Lifeskills programme of study which also includes Mindfulness practices.

Staff reinforce the important messages of Bounce Back with pupils to help to build resilience by accepting that ‘nobody is perfect’ (we all make mistakes) but that we can learn from these mistakes and work together to manage social situations with others (who are all unique and different) in an age appropriate way. A copy of the Bounce Back acronym is displayed in all

classrooms and around school and is referred to when required to help pupils to put into practice its different messages.

We are fortunate to have a part time Chaplain at RMS who has a role in pastoral care. The Chaplain 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 also offers support for parents when appropriate.

There is also a school counsellor available should this support be considered useful after discussion with the Head of Cadogan House and parents.

PHILOSOPHY

In order to develop a philosophy where pupils learn to appreciate the importance of respect and responsibility, we introduce from the start in EYFS, a “bucket filling” way of thinking where pupils are encouraged to be ‘bucket fillers’ rather than ‘bucket dippers’. Helpful and positive behaviours are acknowledged and praised whereas ‘bucket dipping’ is corrected. As pupils develop more mature social skills, they learn to manage their own responses and to ‘use their lid’ accordingly if another person is ‘dipping’ into their bucket.

We have a clear set of Golden Rules (see Appendix 1) displayed in classrooms which reflect core values and, as pupils progress through Cadogan House, they are encouraged to develop a deeper engagement with the wider RMS values (see Appendix 2) which are highlighted as appropriate in assemblies, during lessons and at playtimes.

REWARD SYSTEMS

Authentic verbal praise for effort and achievement is the bedrock of a successful behaviour system. Regular positive verbal feedback is key as it encourage pupils to develop a sense of respect and responsibility.

In order to reward pupils for their efforts and progress we have the following systems in place:

- **Rainbow badges:** a coloured badge specific to each year group is awarded to pupils each year for effort and achievement:

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

Criteria : a consistent effort in following our Golden Rules and the RMS values achievement of agreed personal pastoral target(s) with the Form teacher.

N.B. targets in Reception – Year 2 are generally class ones.

- **House System:** to foster a sense of identity with others and to promote collaboration and teamwork pupils are assigned to one of 4 Houses (siblings are always in the same House) – Emerald, Ruby, Sapphire and Topaz. Individuals are encouraged to gain points for their House and TEAM success is celebrated in class groups and assemblies where weekly House Point 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 successful House each week. At the end of each term the ribbons of the most successful House are tied onto the House Cup which is displayed in the main foyer.

- **House Points:** these are the four different House coloured counters to support visibly and tangibly our “bucket filling” philosophy of being helpful and demonstrating positive behaviours. Pupils are given their counter to place in their relevant House bucket. Pupils should be aware of the specific reason for their 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.
- **Merit stickers:** awarded to individuals in Key Stage 2 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 Google Drive. For example:
 - ❖ 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.

- **Classroom Rewards:** individualised praise stamps and stickers may be used as a method of encouragement but should link to established systems and discussed and agreed with parallel teachers for consistency across a year group.

PASTORAL SUPPORT

At Cadogan House every pupil has access to high quality pastoral care. Form Teachers have responsibility for this and respond to individual needs as appropriate and required. In order to protect pupils from poor behaviour and attitudes we believe in the close monitoring of every child and, at every stage, there is honest dialogue and open discussion as we work together to reflect and agree on the most appropriate action as a consequence of any negative behaviours. Our goal, wherever possible, is to be redemptive.

Areas of relevant pastoral concern are communicated to all staff who teach pupils in a weekly Pastoral Update e-mail.

Some pupils may require additional pastoral support. Details of any intervention strategies put in place are communicated to all adults working with the pupil, including parents, to ensure a shared understanding and so that agreed actions are applied consistently.

Level 1 : Form Teacher strategies (generally short term and enough for a resolution)

A pupil who requires some form of intervention over a limited period (typically 6-12 weeks).

Parents are informed of any strategies put in place. These are reviewed half-termly and recorded on the Pastoral Register and CPOMS.

Level 2 : Pastoral team strategies working alongside the Form Teacher

A pupil for whom strategies applied over a limited period have not resulted in significant improvement.

Parents are informed of any strategies put in place. These are reviewed half-termly and recorded on the Pastoral Register and CPOMS.

Level 3 : Specialist co-ordinated support

A pupil who requires more specialist assessment from a professional in a particular field possibly involving support from an external agency. Interventions and monitoring will be through shared partnership working.

Parents are informed of any strategies put in place. These are reviewed half-termly and recorded on the Pastoral Register and CPOMS.

SANCTIONS

Each Form teacher monitors the behaviours and interactions of all pupils in their Form. Any behavioural issues are reported to the Form teacher who discusses them privately with the individual/s concerned. There will be times when it is in the child's best interests to apply an appropriate sanction for negative behaviour. We do not use negative sanctions such as black marks or demerits and it is never appropriate to send a child outside the classroom unsupervised or to set extra learning as a punishment. It is vital that the child understands exactly why a sanction is being given and what can be done to ensure that the inappropriate behaviour is not repeated.

If this does not resolve the matter and inappropriate behaviour is repeated, the Form Teacher will ask the pupil to complete a written **Reflection** (Appendix 4) at a Break time and then talk it through 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 with a date for review and may include an age appropriate sanction for the individual involved. Any incidents of unacceptable behaviour are recorded on CPOMS.

Bullying Behaviours

There is a zero tolerance of bullying in any form. Any concerns about bullying behaviour that might cause an imbalance of power where an individual feels 'targeted' will be investigated.

Where a case of, or allegation of bullying is being investigated, Cadogan House follow the whole school 'Anti-Bullying Policy'.