

Connect
Alliance
Trust

Excellence - Collaboration - Respect

Behaviour Policy

Adopted by

**Cavendish Community
Primary School**

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Statement of intent

Connect Alliance Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Connect Alliance Trust is committed to the United Nations Convention for the Rights of the Child (CRC) and the Rights Respecting School award programme. As a Rights Respecting Trust, it is necessary to encourage pupils to develop a clear understanding of their rights as members of the school and wider community. As UNICEF 'Rights Respecting Schools' the principles of equality, dignity, respect, non-discrimination and participation are embedded in the ethos and culture. We put the UN Convention at the heart of our Trust's practice to improve well-being. Children's rights are learned, taught, practiced, respected, protected and promoted. Our children build a moral framework, based on equality and respect for all that lasts a lifetime.

The Rights Respecting School approach gives every child a powerful language to use to express themselves and to challenge the way they are treated and injustices for others. Children are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing.

The policy aims to encourage and support children in learning, working and playing together in a safe, secure and friendly environment. We believe our children will grow up as successful, responsible citizens.

The trust is committed to:

- Providing a clear vision for all in the school community about behavioural expectations, to promote a positive ethos in our schools so that every member of the community feels valued and respected and that each person is treated fairly
- Providing guidance for all staff, children and parents about how behaviour is managed and supported in all schools in the trust, creating environments where everyone feels happy, safe, secure and with a strong sense of belonging
- Promoting and praising desired behaviour.
- Challenging and addressing misbehaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- To develop citizens of the future who are caring and think about others, respecting and valuing the feelings, opinions, beliefs, property and differences of others.
- Ensuring equality and fair treatment for all.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- To work in partnership with parents to develop our children personally, academically, morally and spiritually in preparation for a positive role as future adults
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of this policy and associated procedures.
- Help children to be positive, responsible and increasingly independent members of their school community, who have developed a responsibility for their own behaviour
- Promoting a culture of praise and encouragement in which all pupils can achieve.

- Providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent reward and consequence systems.

To be effective, our policy must permeate all areas of school, be implemented consistently and rigorously and pupils must clearly understand the rewards and consequences of their behaviour.

The trust acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. They also recognise that poor behaviour may be a sign that a child is suffering harm or have been traumatised by abuse.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following trust and school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy – Manchester Suspension & Exclusion Toolkit

- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Pupils' Acceptable Use of Technology Agreement & Policy
- Attendance Policy

2. Roles and responsibilities

The trust board and school governing boards will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the trust and each school's website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this through school charters, expectations, routines and any consequences in line with the school's values and the trust's vision and values
- The day-to-day implementation of this policy.
- Reporting to the school governing board and trust's executive team on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues.

The school's mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with this policy.
- Collaborating with the school's special educational needs and disabilities coordinator (SENDCO), Headteacher and governing body, to outline and strategically develop behavioural and SEMH provisions for the school.
- Support staff's professional development on mental health and behaviour.
- Oversee the wellbeing team in delivering the universal and personalised Cavendish offer for mental health

The SENCO will be responsible for:

- Collaborating with the school governing board, headteacher and the senior mental health lead, as part of the school's leadership team, to determine the strategic development of behaviour and other related policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and other related policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to access the full national curriculum.
- Teaching and modelling expected behaviour, positive relationships and the school's values, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Taking proportionate action, in-line with the school's policy, to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible collectively, for:

- Adhering to this policy and applying it consistently and fairly.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour through the school's values.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the leaders up-to-date with any changes in behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Working with the school in the best interest of the children.
- Having an open communication with staff.
- Supporting their children with their behaviour.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, and has the purpose or effect of violating someone’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Sexual harassment** - unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, vaping materials or nicotine products and school’s published banned items.
- Truancy and running away from school
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting, violence and aggression
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define, “Challenging behaviour” to include:

- Verbal abuse
- Persistent disobedience or destructive behaviour
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption in lessons
- Failure to complete classwork
- Disrespect
- conduct not in line with the school’s golden values

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support:

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its expectations and routines and how best to support all pupils to participate in creating the positive climate of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The school’s leadership team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The headteacher/leaders will review staff training needs each year, and in response to any serious or persistent behaviour issues impacting on the running of the school.

5. Creating effective school climates

Well-managed classrooms are paramount to creating a positive school climate to support all children’s learning.

Effective classroom management will allow staff to:

- Understanding children’s behaviour as communication
- Start the year with clear sets of expectations using the Golden Values Behaviour Statements and Class Charters and routines that are understood by all pupils. These should define what is acceptable behaviour and what the consequences are if the expectations are not adhered to. Attention is given to how expectations are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.
- Establish agreed rewards and positive reinforcements.
- Establish communication and consequences for misbehaviour.
- Establish clear responses for handling behaviour that contravenes the behavior policy and agreed expectations, in line with agreed trust vision and values.

- Encourage respect and development of positive relationships. Ensure that positive language is used through all communication e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.
- Make effective use of the physical space available.
- Have well-planned lessons that are adapted to meet the needs of all pupils.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct/Class Charters, which requires pupils to:

- Follow the Cavendish Behaviour Learning Steps including the reflection stage
- Respect the Unicef Rights of the Child, particularly those related to this policy –
 - the right to come to school and learn
 - the right for all those who work with children to do what's best for them
 - the right to learn how to use these rights
 - the right to say what you think should happen and be listened to
 - the right to be looked after and kept safe
- Behave in a way that represents the school's golden values – RESPECT, EQUALITY, POSITIVITY, RESPONSIBILITY, KINDNESS & COURAGE.
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom expectations, charters, routines

To support pupils' continued awareness and understanding of classroom expectations and routines, teachers will reinforce them in a range of ways. Teachers will also ensure that classroom expectations and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

- Classrooms will display the Golden Values posters which include the behaviour statement that underpins each value. The [Child Friendly] 'Values Based Behaviour Guide' will also be shared and displayed in classrooms along with routine visuals such as visual timetables. As well as providing regular verbal reminders of the routines.

At the beginning of the school year, once the class charters have been devised, pupils will be expected to agree and sign their class charter. All expectations outlined in the class charter agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary (see pupil support section).

The Golden Values behaviour statements and class charters are shared with parents/carers so that they are aware of behaviour expectations and can support the school in promoting and affirming standards of behaviour with their child.

Understanding behaviour

The school will be child centred when it comes to understanding behaviour and use a relational and restorative approach to best understand the child. Article 3 of the UN Convention on the Rights of the Child states that: The best interests of the child must be a top priority in all decisions that affect children. Therefore, the voice of the child will be gathered and considered when understanding behaviour.

Where the staff need to understand a child, their needs and their behaviours further, they may use the STAR tool. This will be shared and discussed by the teaching (or key members of staff) with a member of the leadership team and / or SENDCOs to inform next steps for the child.

Parents/carers may be asked to contribute to building a full, true and holistic picture of the child, and work with the school in order to inform effective next steps in supporting the child.

The classroom environment

The trust and school understands that a well-structured classroom environment is paramount to promoting positive behaviour and therefore preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model undesirable behaviour closest to, and facing, the teacher.
- Seating those who frequently model undesirable behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Teachers will use co-operative learning strategies (in line with the Teaching & Learning Policy) to engage, motivate and ensure 'active' learning is provided for children.

Teachers will create and promote an environment where everyone feels happy, safe, secure and with a strong sense of belonging.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They link positive behaviours observed to the school's golden values
- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.

- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour or behaviour in line with the school's golden values.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise and feedback
- Communicating praise to parents e.g. via Dojo, face to face or postcard home
- Dojo points – for individuals to recognise the 'Golden Values' in their behaviours and attitudes (appendices) All Dojo points will be redeemed at a Good to be Green treat session every half term.
- Weekly award assemblies – 'Brilliant Citizen' & 'Brilliant Learner' awards given with certificates home
- Lunchtime B Awards – given for individuals showing the 'Golden Values' and collated as a class for the weekly Star Class Award
- Class Complements – given to acknowledge a whole class showing the 'Golden Values'
- Special mention postcards home by Head Teacher
- Class wall chart – golden cards are used to acknowledge children going above and beyond to show the 'Golden Values'.
- Each class has a frog mascot that is taken home when children have gone above and beyond in showing the 'Golden Values'.

Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focuses heavily on forming these relationships to allow teachers and support staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers and support staff will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter school each day.
- Ensuring pupils understand what is expected of them by referencing agreed class charters, golden values statements and other visual aids to support behaviour.

- Creating a positive and welcoming environment where every pupil feels comfortable and respected.
- Creating a safe space where children feel confident to share their worries through the use of class worry boxes, check-in boards and calm areas.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunch time and break time.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes and reframing mistakes as 'marvellous' to encourage a growth mind set.
- Listening to children and validating their feelings and emotions.
- Reporting positive news to parents and carers through the use of messages on Class Dojo and in the weekly Cavendish Newsletter

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Teaching pupils the importance of showing respect to each other.

Positive mental wellbeing will be promoted through:

- Rewarding, acknowledging and reinforcing behaviours based on the school's Golden Values including the values statements of behaviour (see appendices)
- Teaching in health education and PSHE through the scheme Jigsaw
- Cavendish Safety Curriculum – assemblies, focus lessons or workshops and visitors covering themes around personal, social and medical safety.
- Personalised support from the Behaviour & Wellbeing Mentor
- Wellbeing Check Ins – classroom check in boards, worry boxes
- Meditation Masters – daily meditation practice led by children
- Restorative approaches including the Cavendish Behaviour Learning Steps and Reflection Tool
- Counselling & Therapeutic Programmes offered to targeted children – Drawing & Talking and Wilderness Therapy
- Effectively applying the restorative approach, it's targeted questioning and reflection thinking so that children learn from their behaviour and that if others.
- Positive classroom management
- Developing social skills through a range of targeted interventions, clubs and extra-curricular opportunities
- Working with families
- Peer support

Effective pupil support

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- **Emotional support and wellbeing** – a universal offer including classroom check in boards, meditation/mindfulness, Health & wellbeing Week and learning in PSHE and safety sessions; as well as personalised and individual support such as Drawing & Talking Therapy, Wilderness Therapy and Drop In sessions.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these.

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and non-judgemental.
- Use positive relationship with child to remind them of their 'best self' and examples of when they have shown good behaviour and choices
- Referring to the golden values statements for behaviour and the Cavendish behaviour learning steps
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Providing appropriate thinking time for the pupil to make a positive behaviour decision
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened.
- Phrase requests and instructions positively e.g. 'I know you can...' or 'if you return to your seat, I can help you with your work'.
- Using Team Teach strategies to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

School records of all reported incidents will be kept and be available to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and enquiries into circumstances outside of school by the DSL, will be provided alongside the use of school strategies to prevent the behaviour recurring. After an initial incident of negative behaviour, the following consequences will be considered with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Cavendish behaviour learning steps are to be followed –

Step 1) Stop & Think

Step 2) Reminder

Step 3) Reflection – this is to take place after the incident, outside of the classroom environment, with a member of staff and restorative questions will be used to lead the discussion

- Reflection Time – restorative questions are used to help the child reflect on their behaviour, regulate their emotions and learn from their behaviours. Reflection Time is led by a middle or senior leader and recorded using the reflection tools (see appendices), then should be picked up with the key member of staff involved.
- All steps are given verbally (not visually) and privately (not publically) in order for the child to develop their behaviour without shame.
- 'Reflections' are recorded on CPOMS and monitored/responded to by the Assistant Heads and Deputy Head.
- Children who repeatedly receive 'Reflections' will be tracked and monitored by the class teacher and SLT. Parents will be informed if necessary.
- These practices may differ slightly from one phase of school to another, particularly in EYFS.
- All discriminatory behaviour and language is recorded on CPOMS. This must always include a restorative conversation.

Where a pupil's behaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- Reflection may be carried out with a member of leadership, outside of the classroom environment.
- The child may be removed from the learning environment to a safe space to regulate.
- Parents/carers will be informed.

Following repeated incidents of unacceptable behaviour, the following will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
- A Behaviour Support Plan may be implemented or reviewed including a STAR tool to be completed and targets to be set, which will be reviewed daily and fed back to parents/carers and the leadership team.
- A meeting may be held by a member of the leadership team with the child, parents/carers and any key staff that work with the child, to gain the voice of the child and to explain concerns and next steps.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a Behaviour Support Plan will be created to outline the necessary provisions in place

Following further incidents of unacceptable behaviour, the following consequences will be implemented:

- Further meeting with SENDCo, SLT and parents
- External advice explored from other agencies
- Alternatives / adaptations (e.g. to the child's timetable, environment and learning process) are to be considered, planned and agreed to be school and parents

The headteacher will consider whether a permanent exclusion is necessary, in line with the trust's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary consequences to be lawful, the school will ensure that:

- The decision of a consequence for a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision of a consequence for a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision of a consequence for a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary consequences are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Intervention

Members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil

- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to leave the classroom when needed

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the incident will be immediately taken to the Headteacher or SLT member and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day. Any incidents will be recorded on CPOMS.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

6. Sexual Harassment

The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-Child Abuse Policy. The school uses Brooks traffic light approach to sexualised behaviours (see appendix) to ensure the approaches taken by schools are in line with the age, stage of development and special education needs. <https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/>

Examples include:

Taking, displaying, or pressuring individuals into taking photos of a sexual nature

Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing

Purposefully cornering or hindering an individual's normal movements

Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

Accessing, downloading or uploading pornography

Sharing pornography via the internet or email

Websites with sexual content

Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

Gender-based bullying and sexual violence

Unwelcome sexual flirtations or propositions

Invitations or requests for sexual activity

Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names.

Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. The DSL shall be involved in this process.

Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

7. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils are not permitted to bring smoking/vaping materials or nicotine products to school.

Parents, visitors and staff are instructed not to smoke or vape on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present. The staff member will securely store the sample in the school office. The incident will be reported to the police immediately.

Any further measures will be undertaken in line with the school's Safeguarding Policy.

8. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent (DfE's 'Searching, screening and Confiscation'), where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include:

- Fireworks.
- Pornographic images.
- Fire lighting equipment:
- Drugs and smoking equipment:

- Dangerous implements, weapons or substances:
- Any other items deemed by the headteacher to be prohibited
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

All members of staff can use their authority to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The Headteacher will always be notified when any item is confiscated.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist. See the school's Safeguarding and Child protection policy.

9. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same communications and consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

10. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

11. Monitoring and review

This policy will be reviewed by the trust board, the headteacher and deputy headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is September 2026

Appendices

Children's Rights & Class Charters



Key Reward Strategies

DOJO POINT



GOLDEN CAVENDISH VALUES

Class Frog Mascot



B Award

Well done! You have shown

BRILLIANT BEHAVIOUR!

and the golden Cavendish Values.



Class Complements
(collect for a chosen reward)



Good to be Green: Great to be Golden Scheme

Cavendish Golden Values



Cavendish's approach to behaviour is in accordance with the school's 6 Golden Values:

- **EQUALITY:** we treat everyone fairly, acknowledge and celebrate our differences and stand up for what is right.
- **KINDNESS:** we are thoughtful towards others, care for our school community and value ourselves.
- **RESPECT:** we show everyone politeness, use our manners and listen carefully.
- **POSITIVITY:** we work hard, encourage others, show effort and persevere when faced with a challenge.
- **COURAGE:** we are honest, make good choices and enjoy challenging ourselves so that we grow.
- **RESPONSIBILITY:** we look after our school environment, think about our actions and know we can make a difference.

Early Years – Golden Values



Good to be GREEN - Great to be GOLDEN



Behaviour Learning steps



'n' Think!

Remember our values.
Make the right choice.
Aim to be BRILLIANT!



REMINDER

You need to make a change.
Make the right choice.
STOP, THINK & CHANGE!

REFLECTION



Think – Talk - Learn

Stay CALM

Remember to LEARN from your behaviour.

REFLECT on what went wrong.

How can you put it right and be the best you?

Restorative Approach – based on the social discipline window

| | | |
|-----------------|--|--|
| High Boundaries | <p>Authoritarian Approach <i>“Doing to” students</i> <i>Stigmatizing</i></p> <p>Students feel:</p> <ul style="list-style-type: none"> • Hypervigilance for threat • Reduced memory and executive functions <p>Brain state: Anxious vigilance</p> | <p>Restorative Approach <i>“Doing with” students</i> <i>Connected/Trusting</i></p> <p>Students feel:</p> <ul style="list-style-type: none"> • Attuned to others • Connected to community • Accountable to community • Reflective <p>Brain state: Relaxed alertness</p> |
| | <p>Uninvolved Approach <i>“Doing nothing with” students</i> <i>Ignoring/unresponsive</i></p> <p>Students feel:</p> <ul style="list-style-type: none"> • Distress • Unable to pay attention • Neglected <p>Brain State: Reactive defensive</p> | <p>Permissive Approach <i>“Doing for” students</i> <i>Excusing</i></p> <p>Students feel:</p> <ul style="list-style-type: none"> • Positive reinforcement for negative behaviors <p>Brain State: Passive enabled</p> |

Low Support

High Support

Restorative & Reflection Tools

RESTORATIVE QUESTIONS

What happened?
 What did you think at the time?

What have your thoughts been since?
 How do you feel about what happened?
 Who has been affected? In what way?

What needs to happen to put things right?
 Is there anything else you would like to say?



RESTORE-REFLECT-REPAIR

You are...
 Remember our value about...
 Do you remember when...?
 That is who/what I want to see...
 Thank you for listening.
 Walk away.
Follow Up & Reflect (as positively as possible).





Time for Reflection



Name: _____ Class: _____ Date of reflection: _____

| | | |
|---|--|---|
| What happened? | What have you thought since? | What needs to happen to put things right? |
| | | |
| What were you thinking at the time? | How do you feel about what has happened? | |
| | | |
| Who has been affected? How? | | |
| | | |
| Is there anything else you want to say or express at this time? | | |
| | | |

Think about our school values and how you can be the best version of you by showing them...

RESPECT EQUALITY POSITIVITY RESPONSIBILITY KINDNESS COURAGE

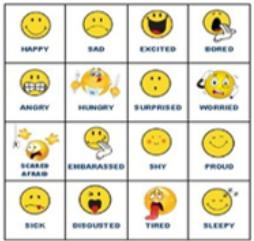
Adapted Restorative Reflection Tool



Time for Reflection



Name: _____ Class: _____ Date of reflection: _____

| | | |
|--|--|--|
| What happened?  | How do you feel?  | What next?   |
| | | |
| Write or draw | | |
| | | |
| Who else? | | |
| | | |
|  | | |
| | | |

Think about our school values and how you can be the best version of you by showing them...

RESPECT EQUALITY POSITIVITY RESPONSIBILITY KINDNESS COURAGE

Harmful Sexual Behaviours – Brook Traffic Light Tool

<https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/>

Linked policies

Anti-Bullying Policy
Anti-Bullying Pledge [child friendly]
Values Based Behaviour Guide [child friendly]
Attendance Policy
Safeguarding & Child Protection Policy
Safeguarding Policy
Special Educational Needs Policy
Positive Handling Policy
Acceptable use of Technology Policy

Cavendish Approach to Behaviour

Child focused - child at the heart of decisions, reflects the needs & views of the child Rights

Respecting, children are heard

Relationship focused approach

Restorative Practice – **reflection** as a learning tool for behaviour

Fostering a sense of **Belonging** – inclusion & equality

Emotional **Regulation** strategies utilised as well as co-regulation opportunities

Values based – Cavendish Golden Values