

Cavendish Community Primary School

Values Based Behaviour Policy 2024-2025



RESPECT

EQUALITY

POSITIVITY

RESPONSIBILITY

KINDNESS

COURAGE

Our mission: to create BRILLIANT citizens

Our vision, our values and our rights underpin all of our policies and the education that we deliver. 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. This policy has been created to keep the children at Cavendish Community Primary School safe and happy, igniting in them a life-long love of learning and helping them in becoming BRILLIANT citizens.

Cavendish Community Primary School

Values Based Behaviour Policy



Aims and Purpose.

Cavendish is a Rights Respecting School and this policy demonstrates how our school values and expectations help protect children's rights as set out in the UN Convention on the Rights of the Child. The values-based behaviour policy is designed to support the way in which all members of the school community can work together in a consistent and supportive way.

- We aim to promote a positive ethos in our school so that every member of the community feels valued and respected and that each person is treated fairly.
- We are a caring community and wish to encourage self-respect, care and respect for others, for possessions and our surroundings.
- It aims to promote an environment where everyone feels happy, safe, secure and with a strong sense of belonging.
- The policy is a means of promoting good relationships, so that everyone can work together towards the common aim of creating brilliant citizens.
- The policy aims to help children become positive, responsible and increasingly independent members of the school community, who have developed a responsibility for their own behaviour.
- The aim of the policy is to value and reward appropriate behaviour and so develop an ethos of kindness and co-operation.
- This policy is designed to promote good behaviour through a workable, consistent approach by all members of the school community, so that everyone behaves towards each other in a considerate way.
- The policy will state the values by which everyone behaves and the rewards received. It will state how the school will use steps of support to allow children to reflect on their behaviour and understand their actions.
- The policy will also state appropriate methods and procedures to be used by staff when dealing with students who are presenting behavioural difficulties and normal classroom consequences are not appropriate.

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

We expect all adults to:

- Consistently model high standards of behaviour.
- Remain calm and considerate to children when communicating.
- Encourage and support children in developing an understanding of the need for responsible behaviour.
- Consistently follow an agreed format of rewards, consequences and steps of support in a child's behaviour development and regulation.
- Support each other with the agreed format.
- Provide children with opportunities so that they can understand and become more responsible for their own behaviour e.g. circle time, peer mediation.
- Use the school values to promote positive behaviour – 'The Cavendish Golden Values'

School Values & Children's Rights

The approach to behaviour will be in accordance with the 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.

We believe that by keeping to our 6 Golden Values, the following rights of the child will be protected:

The Children's Rights charter informs the values we aim to reflect and develop within our school. Linking the Rights Respecting School principles to the shared values of our school family has developed a strong, positive and inclusive ethos, which all our children and families can share in.



The children's rights relating to this policy:

Your right to come to school and learn

Your right for all those who work with children to do what's best for them

Your right to learn how to use these rights

Your right to say what you think should happen and be listened to

Your right to be looked after and kept safe

At Cavendish Community School, we believe that good behaviour is the foundation to a successful education and is based in love, compassion, nurture, a sense of positive attachment and a sense of belonging for everyone. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We believe that every member of our school community has an opportunity as well as the support to model for children exemplary behaviour, embedded in the rights of everyone, creating rights respecting citizens.

Article 29: Your right to be the best you can be.

How do we do this? We aim to promote high standards by modelling positive behaviours at all times and relate behaviour to rights. The child's rights and the rights of others to come to school and learn is central to this.

We aim to encourage high standards of learning and behaviour emphasising praise and positive affirmation. We know this creates the best conditions for learning and for pupil well-being to flourish.

We aim to ensure that all adults and children treat each other with mutual respect and consideration, relating to the 42 rights of the UNICEF 'Children's Rights Charter'.

We aim to enable children to make their own choices and have a say in how they are treated and how they should treat others.

Children have the right to:

- Learn, work and play in a friendly, safe and nurturing school.
- Have a say in how things are run and how decisions impact them as members of our learning community.

Class Charter

A charter is a visual document that establishes an agreed set of rights-based principles upon which relationships can be based and which provide a language for shared values. In September, the class teacher and the children create their charters together, choosing how it will be presented and which UNICEF articles they feel are the most important for the classroom. This supports a positive learning environment for children. The charter is displayed in the classroom for the whole year.

Positive Behaviour Acknowledgments & Rewards

We encourage and reward positive behaviour and examples of children showing our golden values in a variety of ways. These include the following whole school rewards:

- 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 (appendices)
- Class Complements – given to acknowledge a whole class showing the ‘Golden Values’ (appendices)
- 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’.

Good To Be Green: Great To Be Golden System - How it Works. (appendices)

- All children start the day on green. A child who is on green all day receives 1 Dojo using the Class Dojo.
- Steps when children display low level disruption or behaviours not showing the ‘Golden Values’
 - Stop & Think > Reminder > Reflection (which includes time out of the classroom with an adult to reflect)
- 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. (appendices)
- 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.
- If an incident is serious e.g. abusive, harmful, unsafe or violent, a child can receive an immediate ‘Reflection’ or may need removing from the environment (to a safe space to regulate).
- 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.

Support for Pupil Behaviour Development & Regulation

We acknowledge that some pupils' behaviour may reflect social, emotional, communication and mental health needs, which may require additional provision to what is outlined in this policy. The SEND policy should be referred to for how additional needs are supported in the school. We understand that behaviours always communicate information about children and that a change in behaviours may indicate there are emotional or social difficulties that may need further exploration-support from the SENDCO & Safeguarding team will be explored.

Some additional provisions to support pupils' in their behaviour development and regulation may include;

- Pupil Support & Safety Plan
- Providing opportunities and guidance to develop emotional regulation strategies
- Risk Assessment – we will attempt to reduce risk by managing: the environment, our body language, the way we act and communicate with children, adapting the curriculum, learning experiences and timetable

Child-on-Child Abuse and Bullying (see anti bullying policy)

The school does not tolerate child-on-child abuse or bullying of any kind. All colleagues have had training on what constitutes child-on-child abuse including sexual harassment and sexual violence. We have a zero tolerance approach and understand that passing this behaviour off as "banter" can lead to much more serious abuse. Colleagues will report all incidents or allegations of child-on-child abuse or sexual harassment and violence via CPOMS. If we discover an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that our children feel safe and happy to come to Cavendish free from fear.

E-Safety and Use of IT (Acceptable use of Technology Policy)

We have a separate policy which outlines the expectations we have of children's behaviour when using all forms of IT in school.

Positive Handling

Staff will always use de-escalation strategies first and only if necessary, physical intervention will be employed as a last resort by trained staff following TEAM TEACH principles.

Where necessary, staff at Cavendish have been fully trained by Team Teach, to only intervene physically to restrain children in order to prevent injury to a child or if a child is in danger of hurting themselves physically. The actions that we take are in line with government guidelines and in line with Team Teach policy. Parents/ Carers will be informed as soon as possible about any serious incident involving their child. Serious incidents, where positive handling has been used, are recorded on CPOMS and in a log book in which details are recorded as soon as possible after any serious incident has occurred. The date, time, names of those involved, witness statements where applicable and actions taken are recorded by staff involved. The Head teacher on a regular basis will review the incident logs. Details of any injury or assault suffered by pupils or staff is to be recorded and medical attention given if required. Debriefing meetings are held following serious incidents for staff involved in serious incidents. Where necessary and needed, a Positive Handling Plan is written for the pupil and shared with parents and all staff working with the pupil. See Positive Handling Policy.

Suspension

At Cavendish, it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term suspension or permanent exclusion may be applied. If a child needs to be excluded Manchester LA guidelines will be followed (available on Manchester City Council's Intranet website). Only the Head or Deputy are authorised to suspend or exclude a child.

The Role of the Class Teacher.

- It is the role of the class teacher to create a positive and supportive atmosphere in class and to build relationships with all pupils.
- It is the responsibility of the class teacher to promote the golden values in their class both during lesson time and when moving around the school site.
- At Cavendish, class teachers have high expectations of children's behaviour and strive to ensure every child works to the best of their ability.
- The class teacher treats each child fairly and is consistent in enforcing the rewards and support for a child's behaviour development. The teacher treats all children with respect and understanding.

The Role of the Head teacher.

- It is the responsibility of the Head teacher to implement this policy consistently throughout the school and to report to governors when requested, as to the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children.
- The Head teacher & Deputy will support the staff in implementing the policy.
- Records are kept of serious incidents of misbehaviour and any exclusions.
- The SLT will monitor incidents of significant misbehaviours (*reflections*) half termly including what is being communicated by the child and any means of support to be implemented.
- The Head teacher or the Deputy has responsibility for giving fixed term or permanent exclusions.
- The SLT will communicate with parents of children who have been identified as significantly or persistently struggling with their behaviour.

Role of Parents/ Carers.

- Cavendish works in partnership with parents to support children's emotional and behaviour development, and to achieve a shared approach with consistent messages between home and school.
- The parents are informed about the Cavendish Golden Values and the Good to be Green: Great to be Golden system and we expect parents to support us in its implementation.
- We encourage parents/carers to communicate any concerns to us.
- In supporting the pupil, the school may use required adjustments in response to unsafe and inappropriate behaviour, parents should support the actions of the school. If a parent/ carer have any concerns about the way their child has been treated, they should initially contact the class teacher and if further discussions are needed after this, the senior leadership team should be contacted.

The Role of Governors

- The governing body has the responsibility of setting down these guidelines about behaviour and reviewing their effectiveness. The governors will support the Head teacher in carrying out the guidelines.
- The Head teacher has the day-to-day authority to implement the behaviour policy but governors may give the Head teacher advice about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.
- It is the role of the governing body to monitor the rate of exclusions and to ensure the policy is administered consistently.

Review

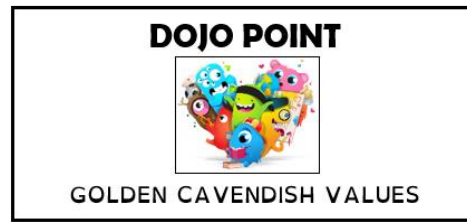
- This policy will be reviewed regularly. It may be reviewed at short notice if the government bring in new regulations or if changes need to be made to improve the policy further.
- *This policy was reviewed in September 2024.*

Appendices

Children's Rights



Rewards



Good to be Green: Great to be Golden Scheme

The Cavendish Golden Values



Good to be GREEN - Great to be GOLDEN Behaviour Learning steps



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



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 & 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).



LEAF

Listen

Emotions

Actions

Follow up

Time for Reflection

Name: _____ Class: _____ Date of reflection: _____

Write or draw

What happened?

How do you feel?

Who else?

HAPPY	SAD	CRYING	SLEEPY
ANGRY	NERVOUS	SURPRISED	WORRIED
SHOCKED	EMBARRASSED	SHY	PROUD
SICK	DISGUSTED	TIRED	SLEEPY

What next?

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

RESPECT EQUALITY POSITIVITY RESPONSIBILITY KINDNESS COURAGE

Referenced and linked policies

Anti-Bullying Policy

Attendance and Punctuality Policy

Cavendish Safeguarding & Child Protection Policy

Safeguarding Policy

Special Educational Needs Policy

Positive Handling Policy

Acceptable use of Technology Policy