



## Behaviour POLICY Cadogan House

School update	
Responsible for review of policy	Head of Cadogan House
Last school update	Mich 2024
Governor Sub-Committee approval	
Sub Committee to review and approve	Pastoral
Review Period	Annually
Last Sub-Committee review date	
Scheduled review	
<b>Approved by Sub Committee (Meeting date)</b>	Mich 2024
Next Sub-Committee Review	<i>Mich 2025</i>
Related policies	Assessment Policy CH Curriculum Policy Curriculum Policy (EYFS) at Cadogan House

Uploaded to Staff Shared	December 2025
Uploaded to Website	December 2025

## Behaviour policy – Cadogan House including EYFS

### 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. We believe that good manners, good relations and a secure learning environment play a crucial part in the development of pupils who are motivated to become lifelong learners. 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 C) 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.

There are school counsellors and ELSA trained staff 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.

All pupils are expected to engage in and live by the school values (as age appropriate) 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:

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"**

- **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 assembly each Friday where the winning house for that week is celebrated. 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 a piece of litter which does not belong to you, persevering when you could not

understand this at the beginning of the week, acting in a thoughtful way towards others, keeping things in perspective when you forgot your PE kit. Golden House points are awarded as extra special house points. They are collected from the Head of Cadogan House or Deputy Head and stored centrally before being added to the weekly totals.

- **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

Badges are given to reward the collection of merits by the Head of Cadogan House in Above and Beyond

- **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. In Key Stage 1 'star of the week' may be used where appropriate.

## **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 and restorative.

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 removal of house points 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.

Sanctions in Cadogan House may include internal exclusion from a lesson or activity or suspension as appropriate for the age of the pupil.

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 B) 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'.*

## **Supporting pupils with SEND and those with additional need**

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). There may also be times when conditions or difficulties are undiagnosed. Our aim is to understand the pupil's challenges and, with appropriate support, to target our resources to meet their needs.

When our behaviour protocols are breached, we will consider the incident in relation to a pupil's SEND and/or additional need, although we recognise that not every incident of misbehaviour will be connected with their SEND.

Decisions on whether a pupil's SEND had an impact on the incident will be made on a case-by-case basis by the class teaching team and, if necessary, members of the PLT.

When considering how the pupil's SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured, and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will seek to anticipate, as far as possible, the triggers for the difficulties the pupil may have in following our behaviour policy. We will endeavour to put in place support for the pupil, where possible, to prevent these trigger circumstances from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

This includes allowing:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or medical conditions, such as severe eczema
- Training for staff in understanding the impact of conditions that affect learning and behaviour
- Use of additional spaces (sensory zones or nurture rooms) where pupils can regulate their emotions

### **Adapting consequences for pupils with SEND or additional need**

When considering a consequence for a behaviour incident for pupil with SEND or additional need, the school will take into account:

- ü Whether the pupil was unable to understand the rule or instruction
- ü Whether the pupil was unable to act differently at the time because of their SEND

The school will then assess if it is appropriate to implement a consequence; and if so, whether any reasonable adjustments need to be made to this response.

Where particular support is required, a 'Behaviour Plan' is drawn up with the support of the pupil, parents, class teacher, SENDCo, and external agencies, as appropriate (e.g., Educational Psychologist, Occupational Therapist etc.). This aims to ensure, where possible, that the behaviour policy is adapted to meet the pupil's needs, assisting them with regulating their behaviour, accessing our curriculum, and allowing them to participate fully in school life. Where it is deemed necessary, risk assessments for pupils are used to support staff in keeping children safe.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, the SENDCo may recommend seeking advice from other agencies, such as: an educational psychologist, medical practitioners and/or other external support agencies, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health, and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, we will contact parents and the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## Appendix A (Examples of Consequences in Cadogan House)

Behaviour	Consequence/ Sanction	Recording
Low level disruptions	Reminder in classroom, warning	
Continued low level disruptions (within the lesson)	Conversation with teacher away from class	CPOMS
Continued low level disruptions (in multiple lessons)	Written reflection with the class teacher	CPOMS Share with parents
Behaviour that impacts on others learning	Verbal reflection with the teacher, form teacher informed	CPOMS (by member of staff leading the lesson)
Continued behaviour that impacts on others learning	Written reflection	CPOMS Share with parents

Serious physical or verbal Incident between pupils	Written Reflection with Head of Key Stage or Deputy Head and appropriate sanction	CPOMS Telephone call to Parents
Continued Physical or verbal Incidents between pupils	Following Anti Bullying Policy if appropriate Written Reflection with Deputy Head and appropriate sanction	CPOMS Meeting with Parents
Racial Incident	Written Reflection with Head of Cadogan House and appropriate sanction	CPOMS Meet with Parents

### Examples of Sanctions

Written reflection at playtime  
 Removal of part of a break time  
 Apology  
 Monitoring form  
 Internal Exclusion (completing classwork away from the rest of the class) for a fixed period of time  
 Removal of privileges  
 Time out  
 Exclusion  
 Required Removal



## ***Cadogan House***

### ***Reflective Break***

Reason for situation

Name -

Class -

Date -

How do I feel?

What happened?

How has this affected other people?

Are there other choices that I could have made?

What do I need to do to make up for this behaviour

Pupil signature:

Staff signature:

