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*Excellence, Respect, Friendship*

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**CAWSTON GRANGE PRIMARY SCHOOL**

# Behaviour Management Policy

**Date: February 2025**

**Review Date: February 2026**

*"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress"*

# **1. Aims and Expectations**

Cawston Grange Primary School is committed to creating an environment where children feel safe and where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core values of excellence, respect and friendship with a heavy emphasis on the role of kindness in all of our interactions. Our school takes a partnership approach to managing poor conduct, working with families and children to provide bespoke and dynamic interventions that support learners and staff.

This policy aims to clearly set out our expectations for conduct at our school, the ways in which we positively reinforce behavioural norms and how we support learners whose choices fall below our expectations. We expect our staff to uphold this policy with kindness and empathy, always modelling the respectful behaviour we expect our learners to display.

Above all, it is consistency of expectation that will lead to consistent exemplary behaviour. Learners need to know what is expected and trust that this policy will be upheld by all staff at all times. This includes consistency in our verbal responses, use of positive reinforcement, issuing of consequences, routines and expectations. Most importantly, all staff will act with consistent respect and emotional control, even in challenging circumstances.

## **Aims**

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To build a community which values kindness, care, good humour, good temper, empathy for others and obedience to agreed behavioural expectations
- To ensure that all learners are treated fairly, shown respect and are encouraged to form positive relationships
- To encourage children to have high expectations of their own behaviour
- To help learners recognise that their conduct is their choice and that they are responsible for the consequences of it
- To provide a behaviour curriculum that explicitly teaches children how to be kind and respectful members of their community
- To have a consistent and fair approach to behaviour throughout the school
- To make boundaries of acceptable behaviour clear and respond in a consistent and fair way to any behaviour that falls below our expectations
- To raise awareness of appropriate behaviour and promote it through positive reinforcement
- To set out clear, consistent processes for addressing concerns and supporting learners
- To ensure that excellent behaviour is a minimum expectation for all
- To recognise that some pupils with additional needs may require an adapted approach to support their behaviour management and to make reasonable adjustments

## **2. Rules and Responsibilities**

The school has three simple rules that we expect learners to follow, linked to our core values.

<b>Rules</b>	<b>Core Value Link</b>	<b>Rights and Responsibilities</b>
Work hard	Excellence	We have a right to a good education and a responsibility to work hard, making the most of the opportunities that we are given.
Respect everyone and everything	Respect	We have a right to be treated with respect and a responsibility to give the same respect to others. We show respect in our words and in our actions. We treat our environment and learning resources with care.
Be Kind	Friendship	We have a right to share our opinions and a responsibility to listen to others. We have a right to feel safe around others and a responsibility to act with kindness and friendship, helping to ensure that everyone in our school community is included and valued.

Staff responsibilities to support pupils in following our school rules:

- To make clear our expectations of good behaviour
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant, stimulating environment, physically and emotionally
- To use rewards, rules and sanctions clearly and consistently
- To be a good role model
- To form a good relationship with parents so that all children understand that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents when necessary
- To recognise that each child is an individual and to be aware of his /her needs
- To never ignore behaviour that falls below the expected standards (except in the case of children who have individual behaviour support plans with agreed processes and personnel)

Parents' responsibilities:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To foster good relationships with school
- To be aware of the school rules and expectations and to support the school in the implementation of this policy
- To show an interest in all that their child does at school
- To read and follow the parental code of conduct

In consultation with staff and pupils, the following is a guide to behaviour incidents and possible outcomes. The guide should be used with the understanding that other factors such as SEND and other contextual information may require adaptations to be made. Whilst reasonable adjustments will always be made in line with our duty under the Equality Act 2010, behaviour which is a serious breach of our behaviour policy and is prejudicial to the safety and welfare of pupils and staff will be sanctioned and may include suspension and exclusion.

<b>Severity</b>	<b>Examples of behaviour (not an exhaustive list)</b>	<b>Possible Outcomes</b>
Positive behaviour choices	Following school rules, showing kindness and respect, trying hard with their learning,	Dojo points Class rewards and certificates Stickers Headteachers' awards Messages home
Low level concerns	Being inattentive in lessons, arguing with friends, being unkind to others, not following instructions	Verbal warning Yellow card
High level concerns	A continuation of low level concerns after a warning has been given <i>or</i> Fighting, causing significant disruption to other children's learning, being rude or disrespectful to staff, damaging school property, using bad language, bullying, discriminatory behaviour or language (including related to race, religion, gender or sexuality)	Red card Parents informed
Persistent or serious breach of the school behaviour policy	Persistent Breach: High level concerns that are repeated regularly (more than twice in a week) and continue despite reasonable adjustments being made and support offered  Serious Breach: Any behaviour that endangers the safety and/or wellbeing of staff or pupils. Examples include, but are not limited to throwing furniture or equipment, hitting, kicking or spitting, verbally aggressive or threatening behaviour, coercive behaviour.  Any behaviour that deliberately damages the school building, vandalism or theft of school property.  Behaviour that may endanger the pupil such as leaving the classroom without permission or leaving the school site without permission.	Behaviour support plans and referral for appropriate support  Suspension Exclusion

### **3. Rewards**

All staff have consistently high standards for behaviour; these are adhered to across the whole school. All staff congratulate and praise children across the whole school for good behaviour and hard work. Our rewards system is developed and reviewed by our Junior Leadership Team.

Children can earn Dojo point rewards for demonstrating any of our learning values or core values or for any other reason that staff members feel deserves a reward. Dojo points are given using an online platform which parents are able to monitor at home and see when their child has earned a reward in school. Special prizes are given to pupils who earn the highest number of Dojo points in a set period.

Every class has their own positive reinforcement strategies alongside the following whole school celebrations. This may include stickers, certificates or group/class rewards such as extra playtime.

#### **Recognising our CORE values in action: Excellence, Respect, Friendship**

Each half term, every class teacher chooses children from their class who have consistently demonstrated one of these values in action. They receive an excellence award in our end of term assembly.

#### **Recognising our LEARNING values in action:**

The Junior Leadership Team select key learning values; these are the key skills that we want to encourage all of our pupils to demonstrate in lessons. Each value has a colour and children will work to collect all six to gain their 'Values Victor' badge. Two children are selected each week to receive rewards for demonstrating the learning value in focus.

Red = Recalling learning

Orange = Using vocabulary

Yellow = Making links

Green = Asking questions

Blue = Staying Focused

Purple = Persevering

We are also keen to celebrate all forms of achievement; children are encouraged to bring in celebrations from home to show in assembly on Fridays. Examples of things to show: Player of the match awards, swimming badges, music exam certificates, letters acknowledging participation in charity events, dance awards etc.

#### **4. Dealing with behaviour that falls below the expected standard**

Children must know that there are consequences for unacceptable behaviour and should be aware in advance of what those will be.

It is important that staff always:

- Remain calm, ensure that they have a full understanding of the whole situation from all sides (including any witnesses), before making any judgements
- Refer to behaviour as a choice and ensure that it is the behaviour that is labelled in negative terms and not the child
- Avoid public shaming of the child, speak to them quietly and discretely
- Give any necessary consequences in a firm, calm manner
- Seek an opportunity to recognise something positive after a consequence has been given
- Follow the agreed behaviour systems for the individual, whether this is the whole school approach or a bespoke approach which takes account of SEND/additional needs
- Warnings and behaviour sanctions will be issued to children choosing to persistently cause disruption to their own or others' education, health and safety or emotional well-being
- Make records of serious incidents using IRIS and keep parents fully informed. All red cards are recorded plus any other incidents staff feel should be on record.

#### **Steps to Address Low Level Concerns**

The following process should be followed for all learners except those who have a specific behaviour support plan and/or IEP. Staff should first be certain that there are no barriers to the child behaving as expected (for example, do they understand the task, is there an unresolved issue or problem?).

- Reminder

The staff member discretely informs the learner of the expected behaviour and reminds them that they have a choice.

- Warning

Staff member delivers a clear, verbal caution privately to the learner. They make them aware of their behaviour, the rule it contravenes and the consequence if the behaviour persists. The staff member then moves away, allowing time for the learner to reflect and modify their behaviour.

- Yellow Card

If learners do not modify their behaviour, staff members issue a yellow card (this is a verbal sanction, no physical card is given). Staff members should discretely make other staff in the room aware that a yellow card has been given. Learners should be told why the yellow card has been given, the change required in their behaviour and the consequence if they do not modify their behaviour at this stage. Yellow cards reset after each teaching session (morning break, lunchtime, end of day) as each new session should be a fresh start.

- Red Card and Reflection Time

If unwanted behaviour persists despite warnings, a red card is issued and the learner completes a period of reflection time in a partner classroom (generally the class next door). They take their work with them to ensure that their learning is not disrupted. Reflection time is 5 minutes for EYFS and KS1 and 10 minutes for KS2. Parents are informed by the class teacher (or cover teacher in their absence) and a record of the red card is made on IRIS. If children choose not to complete the work set during the reflection time, this should be completed in their own time. If children refuse to leave the classroom to complete their reflection time, staff should inform SLT either via telephone or using the red triangle alert system.

- **Reparation**

After the reflection time has taken place, learners return to the lesson and the staff member who issued the red card speaks to them about their behaviour choice and how they could have modified their behaviour to avoid the sanction. This reparation should take place as soon as possible after the reflection time but NOT at the expense of teaching the rest of the class.

- **Escalation**

If the learner's behaviour does not improve within the same lesson and they have already had a red card and reflection time, the process should be followed again with the consequence of being sent to SLT to complete the next reflection time.

## **Steps to Address High Level Concerns**

In cases of high level concerns, this may result in an escalation to an immediate red card, this follows the same process as stated above, starting immediately at the red card and reflection time stage. Parents will be informed of the behaviour so that they are able to encourage their child to make positive behaviour choices.

All red card incidents are reported on the IRIS recording system which is monitored by the Senior Leadership Team. Where patterns of behaviour are noticed or where there are concerns about behaviour being a persistent concern, parents will be contacted and a behaviour plan will be considered.

## **Persistent or Serious Breaches of the Behaviour Policy**

More serious sanctions, including suspension and exclusion, may be issued where behaviour is unsafe or where behaviour is deemed to be a serious breach or a persistent breach of the behaviour policy, as outlined above in section 2.

If a learner repeatedly behaves in a way which is disruptive to others and the low level and high level sanctions are not deemed to be working effectively, the school will consider moving the pupil to behaviour support. Pupils can be referred for behaviour support by class teachers or the SLT may identify pupils in need of additional support from the frequency of IRIS records.

The decision to move to the behaviour support cycle will be made by the SLT and responsibility for leading the cycle will be decided based on the nature of support required (eg, SENDCO, family support, wellbeing support).

The behaviour support cycle includes the following steps:

- Meeting with the SLT lead, class teacher, parents and pupil to discuss ongoing concerns and barriers to improving behaviour
- Creating a bespoke plan of support with agreed targets for improvement and rewards
- Follow-up meetings at least half-termly to review progress and decide whether further support is needed

If there is no improvement in behaviour after three cycles of behaviour support, this will be referred to the Headteacher.

### **Suspension and Exclusions**

Only the Headteacher (or the acting Headteacher) has the power to suspend and exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil. It is also possible for the Headteacher to convert a suspension into an exclusion, if the circumstances warrant this.

If the Headteacher suspends or excludes a pupil, they inform the parents immediately, giving reasons for the sanction and issuing a notification letter. The letter informs parents that they can, if they wish, appeal against the decision to the trust board and explains this process. When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances and consider any representation by parents and whether the pupil should be reinstated. If the trust's appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Headteacher informs the Academy Trust and the governing body about any exclusion, and about any suspensions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend a suspension period set by the Headteacher.

Following any suspension, the pupil and their parents are invited to attend a reintegration meeting to discuss the reason for the suspension and agree steps to support the pupil in improving their behaviour. This may involve support from other relevant staff such as the SENDCO, mental health lead or the safeguarding team.

A managed move to another school can also be considered before exclusion. This is facilitated by Warwickshire Education Services.

## **5. Breaktime and Lunchtime Behaviour**

Learners are expected to behave with respect and kindness on the playground so that children of all ages can enjoy socialising in a safe and inclusive environment. Play which is overly competitive or deemed to be unsafe will be stopped by supervising staff.

The same steps to modify low level concerns are used at break and lunchtimes. Reflection time at break or lunchtime should be completed on the nearest bench. The member of staff issuing the red card/reflection time is responsible for supervising, timing the sanction, feeding back to the class teacher and making a record on IRIS. The class teacher is responsible for informing parents of the red card.

It is vitally important that incidents at break and lunchtime are dealt with fully by staff on duty so that issues are not carried into the classroom and take time away from learning. Learners are expected to report issues during break and lunch immediately to supervising staff so that they can be dealt with promptly.

## **6. The Use of Restraint**

In extreme circumstances, behaviour may be exhibited which puts children and/or staff at risk of harm. Staff should always seek to de-escalate the situation, if this fails, staff should use their judgement to decide on the best course of action to keep all children and staff safe. On rare occasions this may mean evacuating a classroom or space or it may mean that trained staff members have to use force to control or restrain pupils.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not physically punish our children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The Headteacher holds a record of all incidents of physical restraint.

During the process of restraint it is possible that a child may sustain minor injuries; this should not be seen as evidence of malpractice (see legal framework). Nominated members of staff are trained in the use of restrictive physical interventions. Any use of restraint is recorded immediately after the incident and parents will be informed.

## **7. Searching a Child**

Only the Headteacher and Deputy Headteacher have the authority to search a child and their property and only when there is reasonable cause to believe that they have stolen items or an item or substance that is potentially harmful to themselves or others in their possession. In this circumstance the school would follow the government guidance on [Searching, Screening and Confiscation](#) to ensure that the child's rights are protected.

## **8. Supporting the Behaviour of Pupils with SEND**

We have high expectations for all of our pupils but recognise that some will need additional support and may require a personalised approach to help them modify behaviour. In this instance, staff will work with the pupil, their parents and the SENDCO to form an appropriate and agreed approach which may differ from the behaviour policy.

All staff will be made aware of pupils who are receiving support for their behaviour so that they are able to respond to incidents appropriately.

Parents who are concerned that their child may have an additional need that is impacting their behaviour in school are encouraged to speak to their child's class teacher in the first instance so that the school can make any reasonable adjustments that may be required.

## **9. The Role of the Trust Board**

The Trust Board has the responsibility of monitoring and reviewing the effectiveness of the behaviour policy. The Trust support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

## **10. Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the trust board on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Headteacher keeps a record of any pupil who is suspended or excluded and informs Warwickshire Local Authority Exclusions Team. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The trust board reviews this policy annually. They may, however, review the policy earlier than this, if the government introduces new regulations, or if the board receives recommendations on how the policy might be improved.

**Linked policies can be found on our [school website](#) policy page:**

Child Protection and Safeguarding  
Parent Code of Conduct  
Anti-bullying Policy  
SEND policy  
Mental Health Policy