



# CARGILFIELD

## Cargilfield Behaviour Policy

Throughout this policy, the term “parents” should be taken to include guardians and carers who are relatives or friends.

### School Vision

There are, within the Cargilfield vision document, certain key phrases that help to support our Behaviour Policy:

- A place where children are valued members of the community and secure of their place in that community.
- Building resilience, growing confidence and establishing values.
- Building a sense of identity and belonging that means children are proud to have been at Cargilfield.

### Rationale

At Cargilfield, we strive to create a happy, welcoming environment where children will feel valued and safe and where they can work, play and form positive relationships. We feel that good behaviour, positive discipline in the whole School, and partnership with parents contribute to children achieving their full potential.

A positive school ethos is achieved through the development of an effective Behaviour Policy that encourages:

- Children to value their contributions and accept responsibilities for their behaviour.
- All staff to value the role of praise and positive feedback on behaviour.
- A partnership approach between home and school.

### The Background to Positive Behaviour

Children need help to learn how to behave. They are often immature, self-centred and cannot reason like adults as they are still learning how to behave and develop self-control. As children progress through the school they become more capable of seeing another’s point of view, of reasoning and accepting rules as “fair and right”. Every child needs to be taught how to live with others.

Adults set limits on children’s behaviour in order to keep them safe and in order to protect the freedom of those around them. Children need the security of boundaries although as they mature, these can to some degree be negotiated. In parallel with this, we need to help children develop self-discipline which will gradually replace the external limits we impose. Adults need to “scaffold” children’s attempts at being self-disciplined.

Children don’t all learn to behave in step. There are no easy answers to dealing with challenging behaviour but there are some strategies that seem to help. Children don’t change their behaviour overnight; it takes adult energy and commitment. Staff and parents might need to try several approaches before they find a way that works for the child.

With a child exhibiting challenging behaviour(s), we may focus on one behaviour at a time we want to change. Is there something that triggers that behaviour? Should you remove the trigger so there is no reason to display a negative behaviour? To change behaviour it is important to reward the good behaviour and the nearly good. Positive behaviour means the adults being positive about the child's efforts to be self-disciplined. As the child progresses through the school the rewards change. Praise and a smile are very important.

Generalised and persistent behavioural problems provide a greater challenge as it is more difficult to establish the reasons and therefore find the solution. Problems could arise from, amongst other possibilities, a specific learning difficulty, temperament, family dynamics, feelings of insecurity or frustration, upset or trauma e.g. divorce, death or illness in the family. Knowledge of the possible cause will help us know how to deal with the behaviour.

In some cases a child may require an Individual Behaviour Plan (IBP) which is drawn up by the Form Teacher and Mrs Buchanan, in consultation with the parents. Input from an educational psychologist, paediatrician or other health professional may also be sought if this is felt to be necessary. Children with an Individual Education Plan (IEP) may, if necessary, have elements of challenging behaviour addressed by setting targets and strategies in the Personal and Social Development section of the IEP.

We should also recognise that whilst these principles are consistent across the School, the practice of maintaining good behaviour will vary for children of different ages. We do, therefore, have different structures in the Nursery, Pre-Prep and Upper School.

## **Behaviour in the Upper School**

### **Cargilfield Commandments**

**These will be discussed at the beginning of each term by the Form Teacher and will be displayed by the Form Teacher in their classrooms.**

In the Upper School, the children discussed within their Forms the values which they feel are most important at Cargilfield. These were discussed by senior pupils and the 'Cargilfield Commandments' were agreed. These are displayed in Form Rooms and on the back of the 'Good Mark' cards.

1. Be proud to be a pupil at Cargilfield.
2. Try your hardest whatever you are doing and never give up.
3. Be honest and own up if you make a mistake; learn from it.
4. Respect the buildings and the grounds.
5. Look after your belongings and respect those of others.
6. Look smart at all times.
7. Think before you speak and listen to the views of others.
8. Be safe and avoid doing anything that will put someone else at risk.
9. Never be frightened of using really good manners

...and above all:

10. Be kind, be kind, be kind.

Although these values are what we use to guide the children's behaviour, the following details may be at the heart of these:

### **Be proud of being a pupil at Cargilfield**

- Be on time for lessons and activities.
- Try to make your work as neat and as thorough as possible.
- There is no better way of showing your pride in your School than having a smile on your face.

### **Try your hardest whatever you are doing and never give up**

At Cargilfield, we try to reward effort over achievement. The successes that you will be most proud of are likely to be those that have been the hardest to achieve.

### **Be honest and own up if you make a mistake; learn from it**

While being honest won't always make a problem go away, it will prevent it from getting worse.

### **Respect the buildings and the grounds**

- Remember to put your things away when you have finished with them.
- Pick up and dispose of any litter that you might come across.
- Make sure that you do not leave unnecessary games equipment in the boys' and girls' changing rooms; only games clothes should be hanging in these rooms.
- Tidy the library, games room and common rooms after use and respect what is in them.
- Keep to the paths so as not to wear away the grass.

### **Look after our your belongings and respect those of others**

- Keep your own trays and lockers tidy.
- Always bring your pencil case to lessons.
- Do not bring expensive belongings to School where it is easier to lose or damage them.
- Make sure that your belongings have your name marked on them.
- Never borrow something without asking first and make sure that you return it afterwards.

### **Look smart at all times**

- Keep your hands out of your pockets.
- Do up your laces.
- Tuck your shirt in.
- Have a good shower after games so that you are clean.
- Make sure you are wearing the correct uniform (no jewellery, wristbands)

### **Think before you speak and listen to the views of others**

- Do not call out in class.
- Do not hold social conversations during lessons.
- Do not interrupt the lesson with silly behaviour.
- Try to participate in any discussion that is going on. Listen to your teacher or one of your classmates if they are addressing the class.
- Remember that the library is a quiet area and you should respect this quiet space in the main library and the Form 4 library.

- Learn to trust one another.
- Include everyone in your games and activities.
- Avoid secret conversations and any exclusion of individuals.

### **Be safe and avoid doing anything that will put someone else at risk**

The following areas are 'Out of Bounds' on safety grounds, unless there is a member of staff with you. You should also follow any special rules which apply to particular areas:

- Science Department
- Design Workshop
- Stage
- Sports Hall
- Kitchens
- Kitchen Yard
- Tree House
- Main Driveway

This also involves following these guidelines:

- Obeying the 'Out of Bounds' rules and by telling a member of staff if you see any intruders in the grounds or a stranger without a visitor's badge inside the school.
- Following our Fire Safety Rules when you hear the fire alarm.
- Staying inside when it is dark outside unless accompanied by an adult or your parents.
- Following the Lockdown Procedure when the alarm goes off.
- Going to supper or waiting in the Front Hall if your parents are late in collecting you at the end of the day. Do not wait in Ash Court or in the car park.
- Signing out when we leave the school – either with a member of staff in the Front Hall at 6pm or 8pm or on the list in the School Office at other times.
- Do not swing on your chair in the classroom.
- Avoiding running in corridors: this can be dangerous and cause accidents.

### **Never be frightened of using really good manners**

- Be polite at all times – with adults and with other children.
- Open doors for other people – they will probably open doors for you as well.
- Do not barge between people having a conversation and wait for others to pass through a space before you.
- Avoid being boisterous or making too much noise in public places.
- Make an effort to smile and say 'hello' to visitors to the school.
- Go out of your way to look after guests to the school.
- Use people's names when addressing them: for example, 'Good Morning, Mr or Mrs Taylor'. It is polite to use 'Sir' or 'Ma'am' (short for Madam) when speaking to an adult whose name you don't know.

### **But the most important guide is:**

Be kind, be kind, be kind.

### **Good Marks**

This is a system for rewarding good behaviour and re-enforcing the Cargilfield Commandments. Each week, the Form Teacher will hand out new Good Mark cards to all the children in the class and

collect in the previous week's cards. These cards are then handed in to the office and the prefects will then tally them up on a spreadsheet and display the Divisional totals in the Front Hall.

Of course, all staff will have different criteria for awarding them, but it is important that they are used (liberally?) and they are a useful way of promoting good behaviour, especially within the younger year groups. A prize is handed out at the end of each term to the child/ren with the most Good Marks.

Good Marks can be given both inside and outside of the classroom. Below are some examples of when good marks might be used:

- Holding doors open
- Handing out books
- Bringing a concern regarding a problem around school to a teacher
- Being polite
- Getting a question right in class
- Neat handwriting
- Good spelling test
- Looking after other children
- Tidying lost property
- Handing back items found around school

The list is endless, but used alongside the Commendation system for good work, they can help the teacher in promoting positive behaviour in the classroom and also around the school.

## **Commendations**

Commendations are awarded for good work and this can vary from department to department and from teacher to teacher. Generally speaking, a child is given a Commendation after three good pieces of work although one outstanding piece of work or one longer piece of good work (especially for older children) might merit this award. Staff should use them but not devalue them by over-use. There are no hard and fast rules although a Head of Department will often give advice about how they would like to see these used.

When given a Commendation, a child (in Forms 4 and 5) will bring this to the Headmaster in his study at Lunch Rest and is given a sweet as a small reward. Those children in Forms 6 to 8 may also go, but they will be rewarded by their form teacher in a similar way.

Teachers record the award of a Commendation on the School's reporting system.

## **Classroom Expectations**

Setting a good working environment in a classroom is one of the important skills of teaching. This environment will reflect the personality of the individual teacher although ambition to achieve, good humour and a sense of fun are often central to this. It is very important that poor behaviour does not inhibit the quality of teaching and learning. Low level disruption is one of the most frequent irritations that generally stop the flow and pace of teaching and learning. The child/children concerned need to know what effect their disruption is having on the learning process.

Whether actively or implicitly, clear expectations of behaviour should be set for each class. Good role models can be highlighted and instances of disruptive behaviour should be handled sensitively

and consistently. These expectations need to be established for each class during the first few days of term and, if necessary, reviewed and adapted. Expectations from the teacher should be:

- Made absolutely clear.
- Limited and simple.
- Observable and workable.
- Related to how the child is to behave in order to be successful.

***To make sure that expectations are met:***

- Materials need to be organised efficiently for easy access and safe use.
- Noise level is clearly defined.
- The method of communication with the teacher is made clear.

Strategies in place should help to enforce expectation but discussion with individuals may have to take place. Good behaviour should be recognised and acknowledged.

## **Promoting Positive Behaviour in the Classroom**

Research has indicated that a teacher's increase in approval for appropriate behaviour, while decreasing their disapproval, improves child behaviour. There should be a strong emphasis placed on recognising and acknowledging appropriate behaviour. Evidence strongly favours that following the strategies suggested below will increase positive behaviour as well as increase time on the task. The following are to be encouraged at Cargilfield:

1. State your requirements clearly to the class.
2. Look for those children responding appropriately and use praise, properly repeating the instruction.
3. If any children do not respond to this then praise nearby children who are following instructions and doing the right thing.
4. Try to avoid the negative response for as long as possible.
5. If there are still signs of non-compliance then ask the child to specifically respond to whatever you require.
6. Further failure to respond should then be dealt with on an individual one-to-one basis with the teacher going to the child and a consequential sanction included in the reminder. The sanction should be clear.

## **Sanctions**

Although we try to re-enforce positive behaviour there may be occasions where sanctions are required to ensure the well-being of children. These might be used as follows:

1. Speak to the child(ren) about their behaviour. Very often children are unaware of the impact that they are having and, as they are keen to please, a quiet word is enough to correct behaviour.
2. Warning given to any child who continues to misbehave.
3. Possible reminder/second warning unless the incident is very serious.
4. The award of a Conduct Mark. It is important that a child is told that they have been given a Conduct Mark and that this is then recorded on the spreadsheet in the Staff Shared area.
5. If the teacher feels the incident needs to be recorded then this should be done on the Incident Form which is kept in the shared area of the school network. A copy of the Incident should be emailed as a PDF to all staff via SchoolPost.
6. Once a child receives three poor Conduct Marks, the teacher awarding the third conduct mark should then alert the Assistant Headmaster who will inform the child's parents via

email indicating what they have done wrong. The child will receive a Detention with the Headmaster or Assistant Headmaster.

7. Very poor instances of behaviour will result in the child being sent to the Headmaster, Assistant Headmaster or other members of the SMT straight away without going down the Conduct Mark route.
8. Parents may be approached to discuss the approach to dealing with an incident and reaching a solution. Parents are not always approached about disciplinary matters as involving parents is often one way of increasing the tariff of a punishment. Options which may be considered by all those involved (parents, child, teacher, other staff) might be:
  - Use of Report card.
  - Agreed behaviour management.
  - Removal of free time such as breaks.
  - Referral to an educational psychologist, medical officer or another outside agency such as a behavioural specialist.
9. Review/monitor evaluation of the behaviour progress. This should be done by talking with all members of staff on both a formal and informal basis.
10. Suspension. A child would only be suspended from the School after earlier discussions with the parents and having looked at all other possibilities.

Please note that very serious offences may not follow the sequence above and will be dealt with immediately by the Assistant Headmaster or the Headmaster.

For more serious matters, sending a child home from school for a short period will be considered. The matter will be discussed by at least three members of the SMT and their discussion will be minuted; the Chair of Governors will also be informed.

Permanent exclusion from Cargilfield will be considered when the behaviour of a child is threatening or physically violent towards another person or seriously undermines the overall discipline of the School. This would always include discussion with a governor.

**Other sanctions can be used – as it is often best that the sanction be fitting to the poor behaviour and the child concerned, such as standing outside the HM’s study, sitting on benches outside the library for running in the corridor etc. However, no child should be sent out of a lesson unless in extremis and in this case the teacher should alert the office so that someone can be found to come to that classroom and speak to that particular child.**

**Staff should make sure that the use of such sanctions is recorded and should notify the Assistant Head with: the date, name of child, what happened, and sanction applied.**

**Should a member of staff be unsure which action to take, they should consult the Assistant Headmaster; he will keep a record of any sanctions used (when not using the conduct mark system on the shared area) in a separate folder which will be reviewed each term.**

## **Behaviour in the Pre-Prep**

### **Positive Behaviour in Action in the Pre-Prep**

Within the Pre-prep we have a whole departmental approach to promoting positive behaviour through the use of golden rules, circle time and golden time. The purpose of this is to celebrate effort and success and reward positive behaviour throughout the week and at our weekly good work assembly.

Sanctions are in place to deal with children who break the golden rules or display generally poor behaviour. These have been clearly explained to children so they know what is expected of them. The golden rules are agreed and discussed with classes at the start of each new session. Teachers are initially responsible for managing the behaviour of their class and have a collective responsibility for all children within the department and school as a whole. They may use a variety of rewards/sanctions as appropriate to their class and their individual preferences. These could include:

- Sun and cloud or traffic light systems
- Traffic lights
- Thermometers
- Red and yellow cards
- Immediate verbal praise
- Stickers/divisional points
- Merit stickers
- Marbles in a jar
- Notes in the homework diary
- Telephone call home (for both positive and negative behaviours)
- Verbal warning
- Loss of golden time
- Loss of playtime
- Deputy Head (pre-prep) to provide praise or time out

No pupil will be sent to stand or sit outside a classroom or left unsupervised at any time.

### **Golden Time**

- Children **(will have or can earn up to)** 30 minutes of golden time each Friday.
- Golden time can be lost in five minute chunks for poor behaviour during the week.
- Children decide together in discussion with the class teacher what activities they would like to take part in during golden time.

### **Circle Time**

Circle time is part of the Health and Wellbeing programme and this strategy can be useful in helping to resolve day to day problems which arise. Hypothetical issues can also be discussed.

### **Good Work Assembly**

This is held each Friday and is led by the Headmaster. Prior to this each class teacher chooses two children from their class to sit on the special table at lunchtime and to be awarded with a special sticker and a mention at assembly. Children or classes may bring pieces of special work to show. Children are chosen on the basis of effort, achievement or positive actions or behaviour.

### **Commendations**

The two children chosen each week will take their work to show the Headmaster and will receive a special certificate from him to take home. In addition other children may also be sent to receive a commendation if the class teacher feels they have done something worthy of it. Any child receiving a commendation also receives a merit sticker.

### **Merit Cards**



Each child has a card in which they collect merit stickers for good work, good behaviour, politeness, helpfulness etc. When the card is full the child receives a special certificate which is presented at Good Work assembly.

### **Break times**

Playground rules and expectations of behaviour are shared with children and should be reinforced regularly. The staff supervising playtimes are responsible for the behaviour of the children. Stickers can be awarded for good behaviour and this mentioned to the class teacher. Any child who behaves inappropriately and does not respond to a verbal warning should initially have 5 minutes "time out". If the behaviour persists they should be sent inside to their class teacher. Persistent unacceptable behaviour can lead to longer stretches of time out and the missing of golden time. Any problems with behaviour in the playground should be passed on to the Deputy Head (Pre-prep) and the child's class teacher.

**The children need to be aware that just as they appreciate being treated with kindness and thoughtfulness, so do other people whether they are adults or children.**

### **Behaviour in the Nursery**

We wish the children to have a positive self image and feeling of self worth in the Nursery. This is essential if they are to make appropriate choices and build up their own set of values.

Rules should be based on three principles:

- Safety
- Consideration for others
- Care of the environment (and equipment)

### **Be positive and consistent**

- Reinforce good behaviour e.g. give lots of praise and point out good behaviour to others.
- Give children a clear framework to guide them with explanations of the consequences of breaking the rule e.g. "John, remember not to build too high or the blocks might topple and hit someone's head".
- Repetition is important e.g. give a reminder at the beginning of the session that we are trying to be kind to other people and give an example of a kind act. Praise at regular intervals for remembering to be kind.
- Social expectations should be positively phrased e.g. "We walk in the Nursery":- "Don't run".
- Rather than ignore bad behaviour it is better to recognise it at the earliest moment and redirect the child towards more positive and acceptable behaviour.
- It is always important to follow up your instructions with close supervision to ensure compliance e.g. not leaving the taps on.

The following is a list of rules decided on after discussion. They may be written up in the negative but we must try to apply them in a positive manner i.e. Do focus on good behaviour, but remember children only develop self control by being controlled from outside first.

### **Outside Classroom (and garden)**

Children are required to have a School fleece to avoid accidents due to loose clothing being caught in wheeled toys etc. Turn taking and sharing of equipment to be encouraged. Imaginative play should be encouraged but rough play or behaviour which could harm others must not be allowed.

- The crashing of equipment
- Climbing beyond safety limits

- Climbing on the fence
- Straying outside the Nursery garden

## **Inside Classrooms**

- The kitchen is out of bounds to all children and the sliding door must be kept locked
- Turn-taking and sharing of equipment to be encouraged e.g. numbers may have to be limited in certain areas
- Wearing of protective clothing e.g. at the water tray. Hygiene procedures to be supervised.
- Keeping resources in designated area to be encouraged e.g. dough, woodwork, sand
- No throwing toys/sand/water or damaging resources
- No climbing (except of course on suitable equipment)
- No running/chasing/shouting
- No gun play
- No building with hollow blocks above shoulder level

## **Strategies for Coping with Challenging Behaviour**

Some children are more difficult to manage than others and what works for one child may not for another. In order to cope with challenging behaviour we will try to establish the cause if possible. Any problems can be discussed after the session or at a meeting. It is worth considering:-

1. Sudden behavioural change due to a known upset or trauma e.g. divorce, death or illness in the family. Knowledge of the possible cause will help us know how to deal with the problem.
2. Generalised and persistent behavioural problems. This provides a greater challenge as it is more difficult to establish the reasons and therefore find the solution. Problems could arise from, amongst other possibilities, temperament, family dynamics, feelings of insecurity or frustration.

It may be necessary to remove a child who consistently breaks the rules from an activity for a short time explaining why. Later encourage the child to try again and praise improved behaviour.

In extreme cases, it may be necessary to remove a child from the classroom to allow him/her to calm down without an "audience".

When a child has behaved badly, an apology should be expected, even if it is grudging. It brings the matter to a conclusion and helps the child to make amends.

If appropriate GIRFEC procedures will be implemented and an Assessment of Need and a Child's Plan will be completed where necessary. It may also be decided to do a referral to CHAMS or to an Educational Psychologist or to seek advice from the child's GP.

## **Other issues relating to Behaviour**

### **Restraining Pupils**

Current advice is that we should never use any form of physical restraint with children.

### **Drugs and Alcohol Misuse**

Cargilfield does not accept the use of any illegal substances such as drugs, alcohol or tobacco. Thankfully, this is a rare occurrence with children of this age. Should there be any suspicion of these

substances being used by our children, either in or out of school, this will be referred immediately to the Headmaster who will investigate and take appropriate action.