CUNDALL MANOR SCHOOL

Behaviour for Learning Policy 2026

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Introduction

This policy is written with due regard to the DfE statutory guidance **'Behaviour in Schools'**, the requirements of the **Statutory Framework for the Early Years Foundation Stage (2024)**, and **'Keeping Children Safe in Education 2026'** (including child-on-child sexual violence and sexual harassment frameworks). It additionally accounts for the updated DfE **Relationships, Sex and Health Education (RSHE)** statutory expectations, and the insights of the **Ofsted Review of Sexual Abuse in Schools and Colleges**.

It recognises the duty of proprietors to ensure that arrangements are made to safeguard and promote the welfare of children. The ethos of Cundall Manor School is such that the highest standards of personal behaviour are expected at all times. Our core values are designed to ensure a Cundall Manor child is:

- Kind, mindful and understands the value of friendship.
- Happy and confident to develop resilience and courageousness.
- Respectful and humble and understands the importance of integrity.
- Ambitious and values life-long learning.

By adhering to these values we allow our pupils to live, learn and flourish in a safe and happy environment without fear of intimidation of any type and without deliberate interruption to their learning. We aim to promote a positive, inclusive and happy learning atmosphere where all members of the school community are treated with respect, tolerance and consideration.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010, and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their well-being.
- Work in partnership with parents to ensure that they are kept informed about disciplinary issues and rewards for good behaviour relating to their child, so they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND

- Ensure any sanction does not breach any other legislation and is reasonable in all circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment. This policy needs to be read in conjunction with the SEN policy.

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headmaster will consider whether to take additional disciplinary actions which could include the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy.

At Cundall Manor, pupil behaviour at and when representing the school on visit, events and fixtures should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every pupil and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times. This Behaviour for Learning Policy focuses on building positive relationships, recognising and rewarding good behaviour, whilst acting consistently and decisively to address inappropriate and disruptive behaviour.

In addition, we wish to give recognition to pupils who go 'Over & Above'. 'Over and above' behaviours include exceeding our school values, and impacting the wider Cundall Manor community. Examples of these are;

- Commendations
- Head’s Award

The Aims of the Behaviour for Learning Policy

- To encourage a whole school approach to behaviour and discipline in order to create the most effective conditions for learning and teaching, fostering appropriate, rather than inappropriate, behaviour and to protect the environment. To manage pupil behaviour as effectively as possible in order:

- To develop pupils' ability to exercise self-control;
- To encourage pupils to take responsibility for, and be accountable for, their own actions;
- To raise their awareness that actions and choices have consequences;
- To provide them with opportunities to take pride and demonstrate positive abilities and attitudes;
- To ensure pupils thrive.
- To promote firm action against all forms of bullying in order to ensure the happiness, safety and general well-being of all members of the school community.
- To foster a shared sense of community in order to demonstrate that negotiation and consultation are a necessary part of managing behaviour and resolving conflict.
- To assist and support staff in identifying reasons for challenging behaviour to enable support for the pupil and family to be put in place to remove any barriers to learning.
- To ensure that the school and home, work together to encourage appropriate behaviour.
- To keep to a minimum, the occasions when it is necessary to isolate or exclude pupils from school.
- To ensure that the majority of pupils are protected from the consequences of the antisocial behaviour of a minority and learning is not affected.
- To ensure that at all times staff feel supported in their efforts to maintain high standards of behaviour and to teach effectively.
- To raise the self-esteem and self-worth of all pupils.

Expectations of Staff

Our approach is built on the following fundamental principles, that every member of our community is:

· Ready to learn or be ready to facilitate learning,

· Respectful of our school, each other (and each other's values) and our visitors

- Safe – we all behave in a safe way, keep each other safe and report/refer unsafe behaviour

Rationale

Our approach is based on the knowledge that relationships start as a child walks into or is dropped off at school each morning and is then further cemented in the classroom (teachers are the key). All adults in school will take an approach of modelling visible consistency and visible kindness.

All teaching and non-teaching staff must recognise, praise and reward all pupils when appropriate. The attitude and approach of all our staff is of great importance. It is the adults who must have high expectations and who must model the behaviour and conduct we expect of our pupils. This will allow good staff / pupil relationships to develop.

We aim to set the correct examples in matters of presentation, punctuality, commitment and respect. We are responsible for positively influencing the good behaviour of pupils around us, and de-escalating situations where possible. All staff will:

- Ensure the school environment and classrooms are positive and welcoming, which provides all pupils with the opportunity to succeed;
- Build positive relationships with pupils;
- Create and sustain a positive, supportive and secure environment;
- Apply sanctions fairly, consistently, proportionately and reasonably;
- 'Catch' pupils getting things right and reward them to promote positive behaviour;
- Set high standards of oracy, manners and dress.

Staff should never resort to humiliation, shouting, overreacting, sarcasm, over-punishment or blanket punishments.

Teaching staff will:

- Prepare challenging and engaging lessons that generate good behaviour and earn respect;
- Arrive on time to 'Meet and Greet' pupils;
- Extend, challenge and motivate all pupils;
- Mark school work and Prep within the School's marking policy;

- Value the work of all pupils.

Key questions when dealing with behaviour:

- ➢ Have I greeted pupils at the door and made my high expectations clear at the beginning?
- ➢ Have I factored in the lesson start routine (including taking the register) and planned for how the lesson will end?
- ➢ Have I planned my lesson appropriately and shared my learning intentions with pupils?
- ➢ Have I planned to meet the needs of all pupils (accessibility/challenge) ➢ Is the work challenging and interesting enough to engage pupils in learning?
- ➢ Are the resources appropriate and readily available so that pace is maintained?
- ➢ Is my seating plan right and have I made my instructions clear?
- ➢ Have I taken into account the teacher non-negotiables / Cundall Checklist?
- ➢ Am I praising and rewarding pupils for their good behaviour?
- ➢ What factors may be influencing the poor behaviour?
- ➢ When dealing with it (behaviour), am I applying different strategies to get the needed outcome?
- ➢ Do I know what outcome I want to achieve?
- ➢ Am I looking for enough opportunities to praise and celebrate each child?
- ➢ Are we being consistent?
- ➢ Am I challenging/questioning my own and colleagues' inconsistency?
- ➢ Does the child truly believe I have not given up on them?

Staff should do all they can to:

- ➢ Reprimand privately – it encourages cooperation;
- ➢ Keep calm – it shows high status, reduces tension and models desired behaviour;
- ➢ Actively listen – it earns respect;
- ➢ Use first names;
- ➢ Focus on positive aspects of pupil work and behaviour;
- ➢ Praise remorse when pupils take responsibility for poor behaviour;
- ➢ Be fair and consistent;

- ➢ Use the minimum sanction necessary to achieve your desired outcome;
- ➢ Keep sanctions appropriate;
- ➢ Use appropriate humour – it builds bridges;
- ➢ Re-integrate the pupil into the class as quickly as possible;
- ➢ Seek closure after the sanction–it is important to start again and demonstrate a willingness to rebuild relationships.
- ➢ When things go wrong a restorative conversation will take place. *What happened? Who was affected? How has that made people feel? What needs to happen to put things right? How can things be different in the future?*

Expectations of pupils

In-class behaviour:

- Arrive on time for the lesson;
- Take out your planner, homework and equipment for the lesson;
- Follow instructions first time, every time;
- Listen carefully when the teacher or another person is talking;
- Respect others, do not shout out;
- Complete work to the best of your ability;
- Use all equipment appropriately and safely;
- No eating or chewing;
- Pack away quietly when asked and wait for permission to leave.

Around the school:

- Follow instructions from all staff, first time every time;
- Be polite and show respect for other people and their property;
- Walk around the school sensibly and quietly;
- Wear your school uniform correctly at all times
- Only eat at the correct times and place litter in the bin;
- No chewing gum, sweets, fizzy or energy drinks at any time;

• All mobile phones to be handed and signed at the front office before registration.

• No illegal substances to be brought onto the school site (including cigarettes /vapes);

If we all follow these expectations, we will create a happy, positive atmosphere where pupils have high-quality learning experiences and are given the opportunity to be their best.

Expectations of parents

- Parents and Guardians who accept a place for their child at Cundall Manor School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract.
- They will support the school's values in matters such as attendance, punctuality, behaviour, uniform, dress and appearance, standards of academic work, the additional curriculum and homework/private study.
- The reward and sanction process is clearly communicated to Parents and Guardians and communication home regarding positive and negative behaviour occurs at the appropriate moment as set out in the policy.
- In cases of serious misconduct, parents will be involved with the imposition of appropriate sanctions as laid out in the parental contract.
- Inform the school if there is a change in circumstances that may impact their child's behaviour.
- We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

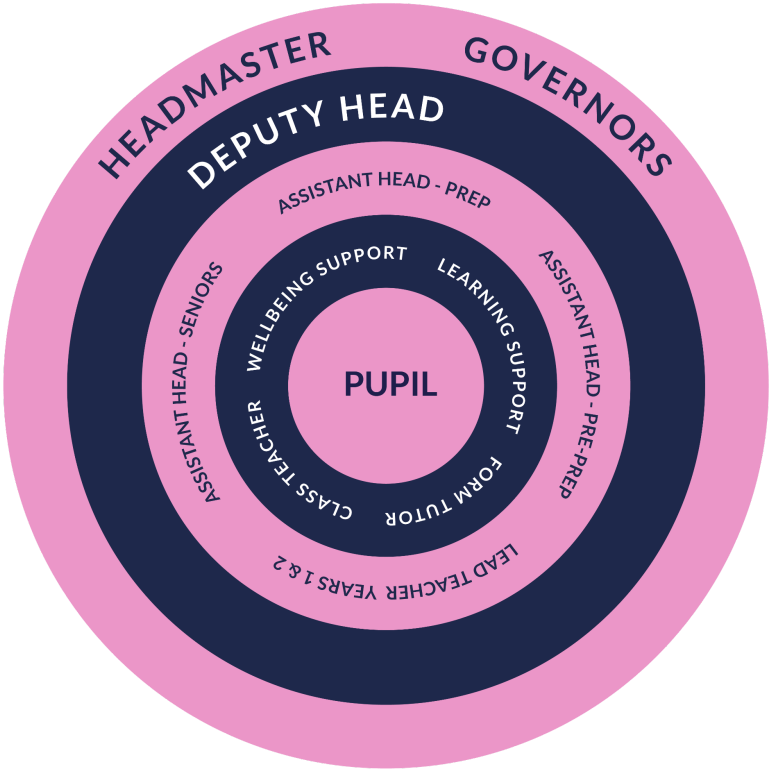
Hierarchy of Discipline and Pastoral Care

The Hierarchy of Discipline follows the school's Pastoral Management Structure, which is laid out as follows:

- Class teacher
- Form Tutor / Form Tutor Assistant
- Well-being Teacher
- Assistant Heads
- Deputy Head

- Headmaster

Every Cundall pupil has an extensive team around them to support them. We want every pupil and parent to be part of this journey. By working in partnership with parents, we aim to provide the best possible support at school and home.



Praise and Rewards

Rewarding pupils is extremely important to us and all members of the school community encourage positive behaviour and reward pupils on a daily basis. We are constantly looking for pupils who are 'getting it right' to reinforce positive behaviour.

House Points can be awarded for the following, although this list is not exhaustive.

- Excellent punctuality
- Having a consistently good attitude to learning
- Excellent class work and homework

- Positive contribution in lessons
- Being a positive role model to other pupils
- Achieving targets in assessments and examinations
- Contributing to the school community through extra-curricular activities • Contributing to the wider community

As a school, we are proactive in looking for opportunities to reward excellent behaviour, good work and active participation in school life. These include:

- Recognition boards;
- Verbal praise and stickers
- Show Ups;
- Commendations;
- Postcards, positive notes and certificates sent home from their Assistant Head, Class Teacher, and SLT phone calls home;
- Head's Award;
- Celebration of achievement in assemblies;
- Noting success and achievements in the school newsletter;
- Pupils to convert 'House Points' into prizes when they attain specific levels;
- Annual reward trip;
- Annual Speech Day;

Rewards and the House System

'House Points' are not only designed to reward individual pupils, but they can also be used to recognise the success of the four 'Houses' at Cundall Manor. The house system is designed to encourage a sense of belonging to the school and to encourage pupils to work together and support one another. The house system also promotes achievement by enabling pupils who gain rewards to earn points for their 'House'. The Heads of House promote house events and activities in order to motivate pupils and promote a sense of achievement and belonging. Healthy competition across the house system, with the right incentives, will help to drive standards even higher.

The Pupil Planner

Pupils must bring their planner into school everyday. Although we log all positive and negative interactions electronically, there is also an expectation to use the planner to support pupils to manage their learning time and conduct. It is integral to the Behaviour for Learning Policy and it allows staff, pupils, parents and carers to have an overview of pupils' day to day. The Form Tutor and Form Assistant are responsible for checking planners and ensuring that all pupils complete them correctly. The planner remains the property of the school, and all pupils must keep it in good condition and free of graffiti.

Behaviour

Pupils are expected to follow the Cundall Manor Behaviour Blueprint and Cundall Checklist, demonstrating excellent behaviour both in and out of the classroom.

Strategies for Dealing with Negative Behaviour

To keep track of pupil behaviour more effectively points will be attributed differently depending upon their age and current year group. Please see below the systems in place in the different sections of the school.

EYFS (Nursery and Reception)

- In the EYFS department, an appropriate word from a member of staff is usually enough to resolve an issue.
- Circle time will be used to discuss appropriate behaviour.
- In the event of serious or repeated incidents, parents will be informed and additional consequences may be put in place.

Key Stage 1 (Years 1 & 2)

- For low level behaviour and repetitive inappropriate behaviour, a card system is used, orange cards leading to red cards.

- For Year 1 and Year 2 an orange card is a warning. If a pupil has two orange cards followed by a red card the pupil will miss 5 minutes of playtime either immediately, or at a time decided by the pupil's form teacher. Red cards are logged on the Behaviour Log, parents are also spoken to.
- If the pupil then receives another red card within the same day the Head of Pre-Prep is informed. The pupil will miss 10 minutes of playtime, parents are informed, recorded on the Behaviour Log and added to CPOMS.
- For serious incidents the Deputy Head will decide if additional intervention is required and inform the Headmaster

KS2 (Years 3 – 6)

- If a pupil is disruptive in lessons e.g., not following instructions the teacher taking the lesson should have a 5-minute restorative conversation with them at the end of the lesson and inform the Form Teacher.
- The Form Teacher will monitor and track pupils in their form on the Behaviour Log provided to all KS2 teachers.
- When a pupil has been spoken to 5 times regarding their lesson behaviour the Form Teacher will have a missed break with the pupil to discuss and set targets to improve their behaviour. The Form Teacher is to inform parents when this has taken place. Note at this stage to be added CPOMs by the Form Teacher.
- When a pupil reaches ten instances the Form Teacher will inform the relevant Assistant Head who will contact parents. The pupil will have a missed break with the Assistant Head. The pupil to go on school report if appropriate. This will be formally recorded by the Assistant Head.
- When a pupil reaches 15 instances the Form Teacher will inform the Assistant Head and Deputy Head who will make contact with the parents. The pupil will do a restorative session after school with the Deputy Head. This will be formally recorded by the Deputy Head.
- When a pupil reaches 15 points this is formally recorded. Recording then starts again from zero but if 15 points are reached again a Behaviour Review Meeting will take place with the Headmaster and Deputy Head.

Serious Incidents

- For serious incidents either during a lesson, around school or at a breaktime more severe consequences can be issued depending on the severity and nature of the behaviour. These incidents will be fully investigated by the staff involved and the Assistant and Deputy Head.

KS3 & 4 (Year 7 – 11)

All consequences will have a corresponding behaviour point(s). The greater the number of behaviour points, the greater the concern. As the total number of behaviour points for a pupil increases, the range for alternative strategies of support or consequences required would also increase. This will range from restorative conversations, missed breaks, detentions, report cards, withdrawal of privileges, isolation, parental meetings, pupil support plans, family support, behaviour contract, fixed-term exclusion for a specified period or permanent exclusion. This is where the support from the Assistant Head and Deputy Head Pastoral can have a really positive impact.

At the end of every term C1's will be reset and C2's, C3's and C4's will carry over. Behaviour points are reset to zero at the start of every academic year. They are reset, to try and provide a fresh start for all pupils, behaviour points accrued since starting Cundall Manor School are examined to look for patterns of behaviour. This historic viewpoint is taken into consideration when making future decisions regarding serious sanctions.

Pupil circumstances and actions will be considered individually and support and/or consequences will be tailored to the individual pupil where appropriate. Assistant Heads will monitor trends in behaviour both in and out of the classroom and they will adopt strategies to support individual pupils as necessary.

Parents and Guardians undertake when signing the Parent Contract to support the authority of the Head in enforcing sanctions in a fair manner that is designed to safeguard the welfare of the community as a whole.

Summary of Consequence Points

Values of consequence points

- C1 = 1 point

- C2 = 2 points
- C3 = 3 points
- C4 = 4 points

Accumulation of consequence points as follows;

- C1 x 5 = C2
- C2 x 3 = C3
- C3 x 3 = C3

Consequence Actions by Staff

- C1 consequences should be dealt with by the teacher who issues it. This could include a restorative conversation at the end of the lesson, missed break, completing work during lunch or break time, contacting parents, etc.
- C2 consequence - A missed break with the Assistant Head
- C3 consequence - One hour after school with the Deputy Head
- C4 consequence meeting with the Headmaster, Deputy Head, and parents where appropriate actions and consequences will be discussed and put in place.

Behaviour Review Meetings, Isolations and Exclusions

A pupil may be suspended or excluded permanently after parents (and if appropriate the pupil) have been called to a Behaviour Review Meeting with the Headmaster. The incident or incidents leading to the calling of a Behaviour Review Meeting will be thoroughly investigated prior to the meeting and evidence of such investigations (omitting the names of the pupils involved) will be available to parents at the meeting. A pupil may be suspended while a complaint or suspicion is being investigated.

Generally, a pupil would receive a short exclusion (2 or 3 days). If behaviours persist, a long exclusion may follow (a working week). If this does not resolve breaches of behaviour the next course of action would be permanent exclusion from the school. Whilst a pupil is isolated or excluded academic work will be provided by their relevant teachers.

All parents and pupils should be aware of the more serious sanctions, including internal isolation and exclusion, that the Headmaster/Deputy Head can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Corruption
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Create or share explicit, inappropriate images
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Bringing dangerous objects into school
- Actions that bring the school's name and reputation into disrepute
- Pupils making malicious accusations against staff

The Headmaster keeps a record of any serious behavioural infringements in a Behaviour Log, which is kept securely in the Deputy Head's office. These are also logged on Engage and CPOMs.

General issues in relation to Behaviour

Pupils leaving classrooms: Pupils should not be out of lessons unless they have a medical pass or a member of staff has given them permission to leave.

Use of toilets: pupils should use the toilets before school and at break times. It is not normal procedure to use the toilets during lesson time. Pupils with medical conditions will carry a toilet pass if this is appropriate

Dress Code: Cundall Manor School hopes to prepare our pupils for future life, and it is important that our pupils take pride in themselves and their appearance. This means following the uniform expectations. There is an emphasis on being clean, tidy and smart. The dress code applies to pupils in school and when travelling to and from school. If a pupil wears the incorrect uniform, they will receive a sanction. Pupils should recognise that conflict over the dress code is inappropriate.

At Break Time/Lunchtime: All pupils should change at break into appropriate clothing if wet and muddy. All pupils on the field at break time/lunchtime should wear trainers. All games should be friendly, safe, non-contact and cooperative. Games which may endanger or hurt other pupils are not permitted. (Throwing sticks/stones, play fights, pile-ups, etc). Only Year 3 & 4 pupils are allowed in their play area. All Year 4 - Thornton pupils should play on the field. Thornton and Eldmire pupils have access to two classrooms in the Senior School quad for break and lunch times. This privilege can be withdrawn if the behaviour or treatment of the classrooms is not acceptable. The bell will be rung five minutes before the end of break so pupils can arrive at lessons on time. During wet break, the pupils should remain in their classrooms and be supervised by their Form Tutor or the teachers on duty, supported by Thornton pupils.

Prohibited items: The following items are not allowed in school: weapons of any description or an item intended to be used as a weapon, alcohol, stolen items, illegal substances, cigarettes, vapes, lighters, matches, fireworks, pornographic material, materials linked to extremism or hate crime, aerosols, nail polish, chewing gum or Tippex.

Any other items may be prohibited at the discretion of staff if they pose a risk to the health and safety of staff and pupils, or if they disturb the smooth running of the school. All prohibited items will be confiscated and sent to the Deputy Head's office for storage. Items that are illegal will be disposed of. Other items will be available for collection by an adult at an agreed time during school hours.

Searching pupils: If members of staff have a reasonable suspicion that a prohibited item is being concealed by a pupil, it should be referred to a member of the Senior Leadership Team. Members of the SLT and Pastoral Team will undertake a search and will contact Parents / Carers or the Police for

assistance if necessary. If it is deemed appropriate, a search can be undertaken without consent for prohibited and illegal items. Searches can also be undertaken without consent for any article that has been or is likely to be, used to commit an offence, cause personal injury or damage property. All searches that take place are recorded on Engage, and where an item is found it will be recorded on CPOMS.

Right to Restrain: The Pastoral Team and Senior Leadership Team use positive strategies to encourage acceptable behaviour and good conduct at Cundall Manor School. Every effort is made to resolve conflicts positively, without harm to pupils, staff, property, buildings or the environment.

However, as staff working in a school have a 'Duty of Care' to the children, they may face a situation where physical intervention is the only option left in order to ensure safety. Staff that have a Duty of Care have lawful justification for taking reasonable steps to prevent injury or damage and in exceptional circumstances physical restraint may be used by an adult within the school.

Behaviour outside of school: The school has a statutory power to discipline pupils who misbehave outside of the school grounds. The Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent that is reasonable'. This could include any misbehaviour that occurs when a pupil is taking part in any school organised or school-related activity, travelling to and from school, wearing the school uniform or in some other way identifiable as a pupil of the school. It could also include any misbehaviour that could have repercussions for the orderly running of the school, poses a threat to another member of the school community or member of the public, or could adversely affect the reputation of the school.

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues.

These include:

- taster days/induction days for new pupils

- ‘moving up’ days for current pupils
- handover meetings between class teachers, tutors and Heads of Phase
- pupils’/boarders’ handbook
- ‘meet the teacher’ and new parent/ pupil events
- buddy systems
- liaison with Senior School/s, including participation in induction events

Fixed Term /Permanent Exclusion

The Headmaster has the power to exclude a pupil from school. A pupil may be excluded for one or more fixed periods, for up to 45 days in any one school year. A pupil may also be excluded permanently. A fixed-term exclusion may be converted into a permanent exclusion, if the circumstances warrant this. Parents have the right of appeal to the Headmaster. Parents should be informed that it is now a criminal offence, punishable by fixed penalty fine or prosecution of the parents, if a child is seen in a public place during normal school hours without reasonable justification, during the first five days of exclusion from a state school. Pupils excluded from an independent school may be apprehended, as it would not be evident to a police officer that the child is not from a state school.

Complaints

We hope that you will not feel the need to complain about the operation of our behaviour policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school’s Complaints procedures are available on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

Appendices

Appendix 1 sets out the Cundall Manor Behaviour Policy Blueprint. This is a concise A4 document which teachers will refer to for a consistent approach to ensure behaviour and expectations are clear and consistent across all phases of the school.

Appendix 2 is the Cundall Checklist. This reminds pupils of expectations in the classroom. This is a simple checklist which teachers will refer to for a consistent approach to ensure behaviour and expectations are clear and consistent across all phases of the school.

Appendix 3 is the Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Appendix 4 Scripted Response. As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and nonjudgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation.

Personalised Support Plans

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

Appendix 5 Restorative Questions. These restorative questions will be used to support restorative meetings and/or conversations. For middle and senior school pupils, up to 5 questions will be used. For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

Appendix 6 Cundall Consequences. This visually reminds pupils of the consequences of their actions which teachers will refer to for a consistent approach to ensure behaviour and expectations are clear and consistent across all phases of the school.

Appendix 1

BEHAVIOR BLUEPRINT

READY, RESPECTUL, SAFE

Adults will

- Meet and greet all pupils
- Model our values
- Build trusting relationships by supporting pupils to be the best they can be
- Be calm, consistent and fair

Pupils will

- Be ready to learn
- Be respectful of themselves, those around them and the school
- Be kind
- Be taught how to make safe choices

Parents will

- Prepare their child to be ready to learn
- Support their child to be respectful of themselves, those around them and the school
- Support the school in teaching their child how to make safe choices

EVERY LEARNER: EMPOWERED, INSPIRED, PREPARED

How we support pupils:

- Our pastoral and PSHE programme supports the delivery of mental health and wellbeing
- We help pupils identify and understand emotions in themselves and others, encouraging positive problem solving
- We promote mindfulness to help pupils develop self esteem, manage stressful situations and skillfully approach challenges
- We listen, reach out to support and make links to other services when needed

How we celebrate

- Verbal praise from teachers, peers
- Recognition boards
- House Points
- Show Ups
- Commendations
- Postcards home
- Head's Award
- Celebration of achievement in assemblies
- Noting success and achievements in the school newsletter
- Annual Speech Day

Stepped Consequences

- Warning /Reminder
- Last chance: the script
- Restorative conversation and consequence

The restorative conversation

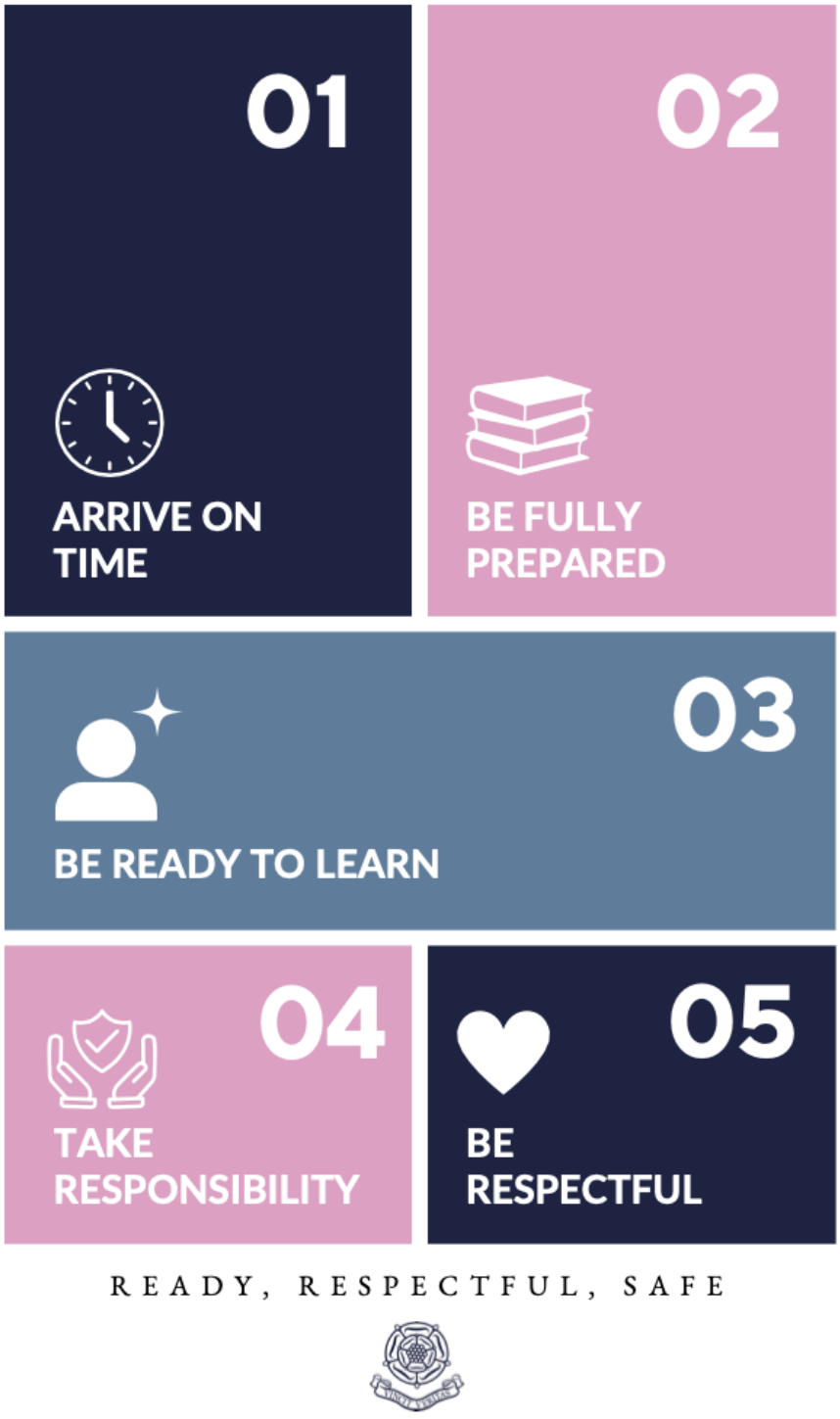
When things go wrong, we have a restorative conversation*

- What happened?
- Who was affected?
- How has that made people feel?
- What needs to happen to put things right?
- How can things be different in the future?

* prompts are given to support the conversation

Appendix 2

CUNDALL CHECKLIST



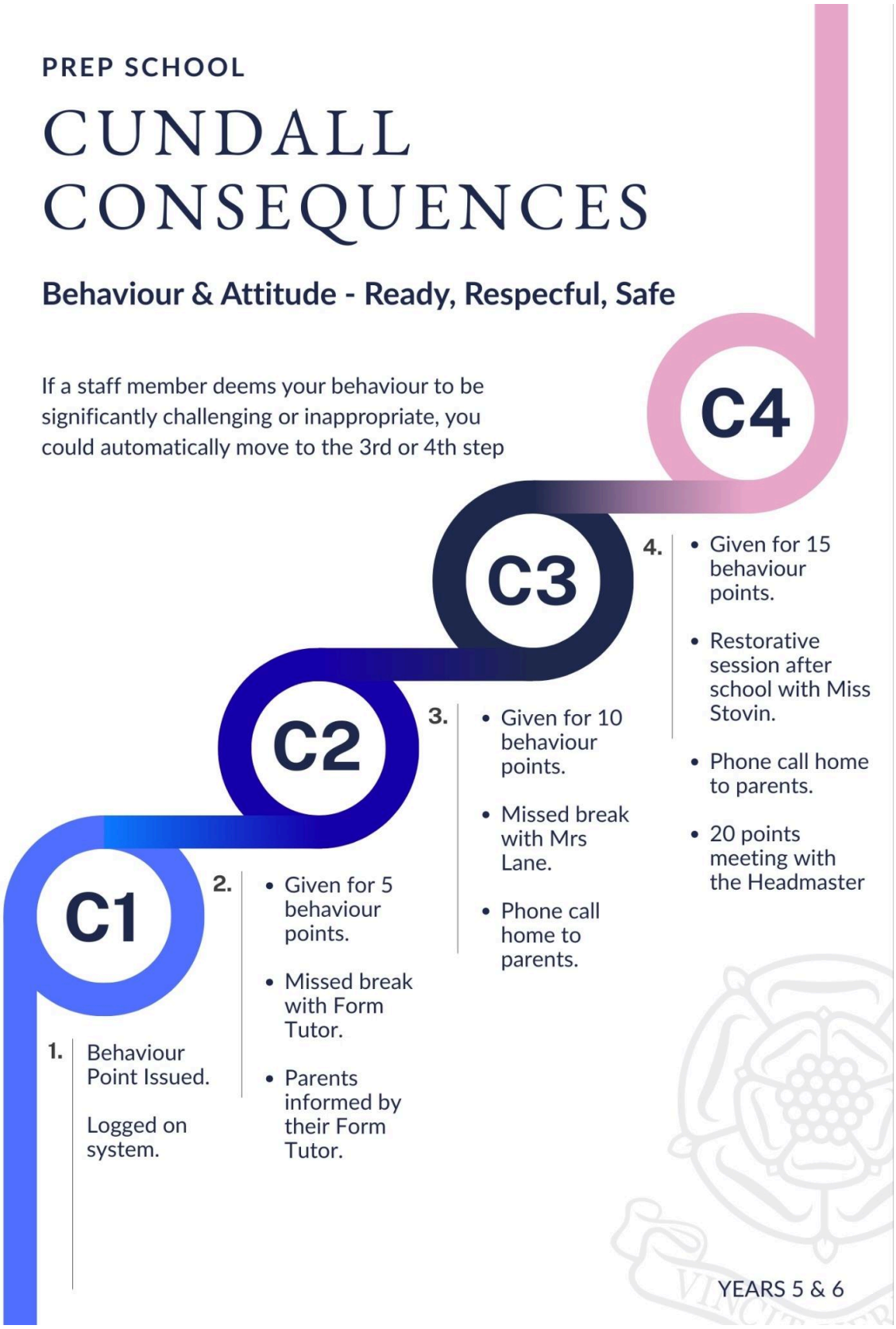
READY, RESPECTFUL, SAFE

Appendix 3, 4 and 5 - Classroom Steps & Scripted Response

Steps	Actions
Redirection/Reminder	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. This is a reminder of our three simple rules - Ready, Respectful, and Safe. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
Last chance; the script	If the pupil still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to do this step. These two minutes cannot be removed or reduced.
Time out/Cool off	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area of the classroom.
Restorative conversation	(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time')
Support step	In more serious circumstances, for example, aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, the Head of Phase or another class teacher. This will be specified on a Personalised Support Plan for certain children identified with behaviour as an additional support need.

Appendix 4 - 30-Second Script	Appendix 5 -Restorative Questions
"*I noticed you are ..*". (wandering around the classroom chatting) playtime to catch up with work) "*You are not showing our school value Respect ….*" "*You have chosen to …* "(stay behind break time to catch up with work) "*Do you remember when you…*" (finished all your writing) "That is who I need to see today. Thank you (for listening).	When things go wrong we have a restorative conversation* • What happened? • Who was affected? • How has that made people feel? What needs to happen to put things right? • How can things be different in the future? * *prompts are given to support the conversation*

Appendix 6

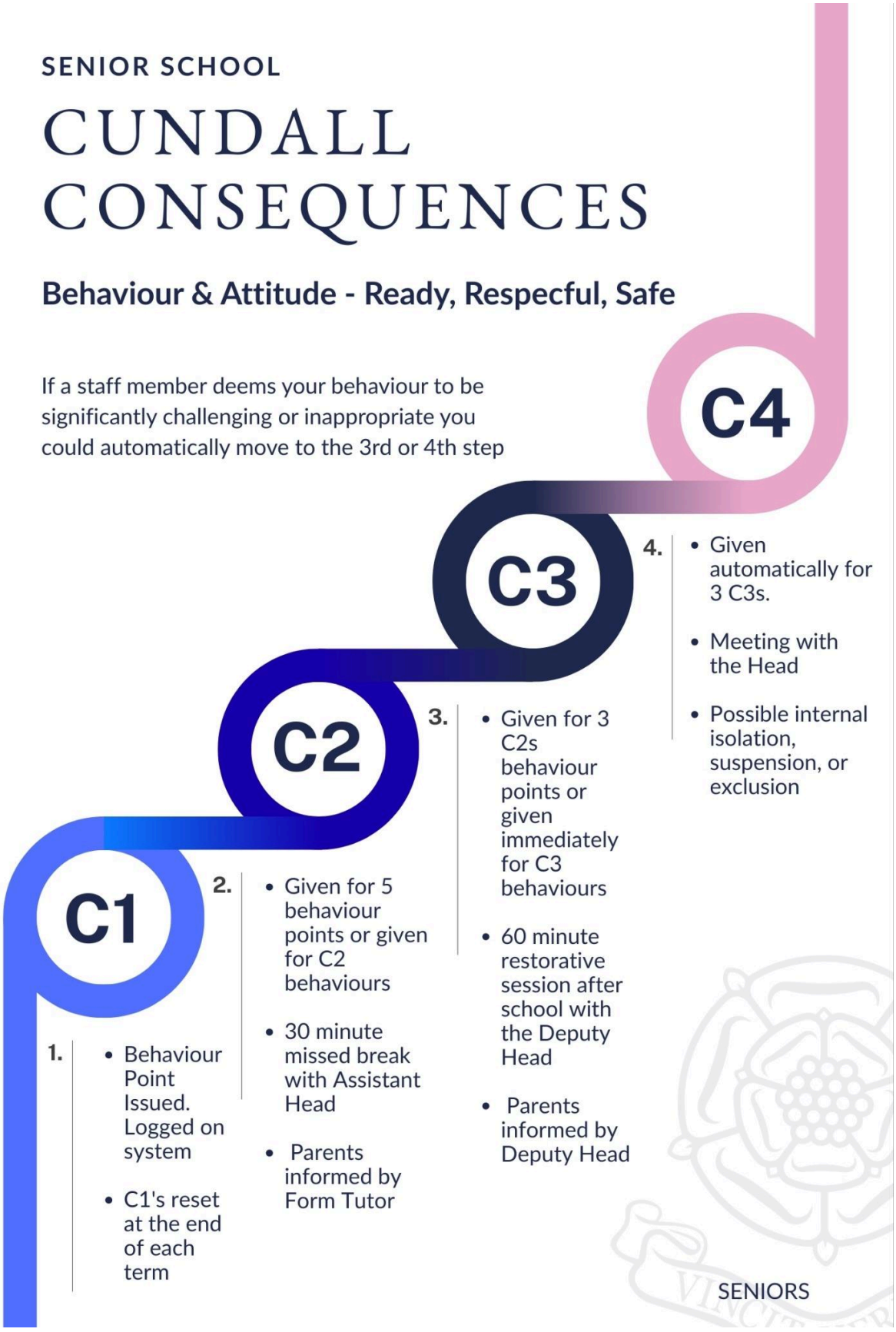

PREP SCHOOL
CUNDALL CONSEQUENCES
Behaviour & Attitude - Ready, Respecful, Safe
If a staff member deems your behaviour to be significantly challenging or inappropriate, you could automatically move to the 3rd or 4th step
C1
1. Behaviour Point Issued.
Logged on system.
C2
2.
• Given for 5 behaviour points.
• Missed break with Form Tutor.
• Parents informed by their Form Tutor.
C3
3.
• Given for 10 behaviour points.
• Missed break with Mrs Lane.
• Phone call home to parents.
C4
4.
• Given for 15 behaviour points.
• Restorative session after school with Miss Stovin.
• Phone call home to parents.
• 20 points meeting with the Headmaster
YEARS 5 & 6

SENIOR SCHOOL

CUNDALL CONSEQUENCES

Behaviour & Attitude - Ready, Respecful, Safe

If a staff member deems your behaviour to be significantly challenging or inappropriate you could automatically move to the 3rd or 4th step



Rewards and Consequences
September – Prep School

House Points	Show Up 5 House Points	Commendation 15 House Points	Head's Award 30 House Points
• House points are awarded for positive behaviour, effort and contribution.	• Hard work in class • Good effort in class • Progress made in class • Completed challenge/extension task • Subject enthusiasm • Positive contributions in class • Responding well to instructions or activities • Helping others with their learning • Demonstrating one or more of our school values: friendship, happiness, confidence & ambition • Planner signed • Kindness • Helping others • Demonstrating initiative • Good manners • Extracurricular/enrichment	• Excellent work in class or homework • Attainment in a subject • Helping at Open Morning or a school event • Being proactive towards their learning • Commitment to academic/extracurricular activity • House activities	• Outstanding work in class or homework • Acting as a mentor/buddy • Being a positive role model • School Council involvement • Involvement in assemblies • Scholarship activity • Demonstrating community spirit or involvement • Charitable work • Fulfilling a role of responsibility • Going above and beyond expectations

Please note this is not an exhaustive list.

Behaviour Examples

Please see the table below for some examples of low-level and serious incidents. Please note this isn't an exhaustive list. **Professional judgement and knowledge of the individual pupil must be considered, including any SEND needs.**

Low-Level Behaviour Examples	Serious Incidents Examples

• Disrupting lesson/learning – shouting out, swinging on a chair • Distracting/disrupting others, leaving seat without permission • Negative attitude – talking when others are not, not cooperating with others/working as part of a team • Repeatedly late to lessons • Inadequate work completed • Homework/class work not completed/unsatisfactory • Chewing gum • Regularly coming unprepared to lessons, e.g. kit and equipment • Out-of-class incident, e.g. dropping litter, rough play	• High-level disruption during a lesson • Overly physical play • Hitting/striking another pupil with intent • Physical violence • Racist behaviour • Bullying behaviour • Stealing • Swearing towards a member of staff, other pupils, and using abusive language • Vandalism

Actions by Staff – For Poor Behaviour

Stage	Action
Initial incident	If a pupil is disruptive in lessons, e.g. not following instructions, the teacher taking the lesson should have a 5-minute restorative conversation with them at the end of the lesson, ASAP, and inform the Form Teacher.
Monitoring	Teacher to monitor and track pupils via the KS2 Behaviour Log.
5 occasions	Pupil spoken to on 5 occasions – missed break with Form Tutor. Form Tutor informs parents and this is formally logged on CPOMS.
10 occasions	Pupil spoken to on 10 occasions – missed break with Assistant Head. Phone call home to parents. Formally recorded on CPOMS.
15 occasions	Pupil spoken to on 15 occasions – restorative session after school (30 minutes) with Deputy Head. Phone call home to parents. Formally recorded on CPOMS.
15 points reached again	Points are reset when pupils reach 15. If 15 points is reached again, a Behaviour Review Meeting with the Headteacher, Deputy Head and Assistant Head will take place.

Please note pupils are not to be told this is their 3rd, or 4th incident of poor behaviour. It is for the Assistant Head and Deputy Head to monitor and intervene at these set stages. There is no longer accumulative points in place for this section of the school. Incidents are dealt with individually.

Please note this is not an exhaustive list.

Rewards and Consequences September - Senior School

House Points	Show Up 5 House Points	Commendation 15 House Points	Head's Award 30 House Points
• Hard work in class • Good effort in class • Progress made in class • Completed challenge, extension task • Subject enthusiasm • Positive contributions in class • Responding well to instructions or activities • Helping others with their learning • Demonstrating one or more of our school values; friendship, happiness, confidence & ambitious • Planner signed • Kindness • Helping others • Demonstrating initiative • Good manners • Extracurricular / enrichment	• Excellent work in class or homework • Attainment in a subject • Helping at Open Morning, a school event • Being proactive toward their learning • Commitment to academic/extra-curricular activity • House activities	• Outstanding work in class or homework • Acting as a mentor, buddy • Being a positive role model • School Council involvement • Involvement in assemblies • Scholarship activity	• Demonstrating community spirit or involvement • Charitable work • Fulfilling role of responsibility • Above and beyond expectations

Please note this is not an exhaustive list.

Actions by staff - Responding to poor behaviour

• C1 consequences should be dealt with by the teacher who issues it. This could include a restorative conversation at the end of the lesson, missed break, completing work during lunch or break time, contacting parents etc.
• C2 consequence - A missed break with the Assistant Head
• C3 consequence - One hour after school with the Deputy Head
• C4 consequence - Meeting with the Headteacher, Deputy Head, and parents where appropriate; actions and consequences will be discussed and put in place.

Professional judgement and knowledge of the individual pupil must be considered, including any SEND needs.

C1 Behaviour Point = 1 point

Behaviours	Actions of staff
• Disrupting lesson / learning - shouting out, swinging on chair, distracting / disrupting others, leaving seat without permission • Negative attitude - talking when others are, not cooperating with other / working as part of a team • Late to lessons/enrichment • Inadequate work completed • Homework/class work not completed/unsatisfactory • Equipment issue • Missing Chromebook/uncharged • Uniform /jewellery issue	• Redirection/reminder of expectations • Model and make explicit the correct, expected behaviour • Praise what is right • Praise other children modelling the correct behaviour • Complete homework/school work during break times • Restorative chat with teacher (at an appropriate time) • Behaviour point issued and recorded on Engage

• Missing kit • Out of class incident e.g. dropping litter, rough play	

C2 Behaviours = 2 points

Behaviours	Actions of staff
• Continuation of any C1 Behaviours • Displaying a lack of respect for others - name calling, teasing, rudeness, taking or damaging other people's property • Repeatedly not following instructions • Disobedience • Overly physical rough play • Incident on School buses • Going out of bounds/forbidden areas • Answering back to a member of staff • Chewing gum	• C2 issued and recorded by teacher on Engage • Class teacher may also impose an appropriate consequence e.g. completing missed/incomplete work, reflective work, restore damage to property, withdrawal of privileges; playtimes, team matches, visits out of school • Form teacher to be notified automatically • Parents informed by form tutor in person/email/telephone

C3 Behaviours = 3 points

Behaviours	Actions of staff
• Continuation of C1 or C2 Behaviours • Intimidating behaviour • Hitting/striking another pupil with intent • Use of unacceptable language • Physical violence • Racist behaviour • Bullying behaviour • Stealing • Swearing towards a member of staff • Severe vandalism • Acting unsafely • Inappropriate relationships between students	• Teacher/Assistant Head/Deputy Head to investigate and record C3 on Engage • Impose an appropriate sanction e.g. reflective work, withdrawal of privileges - automatic after school detention. • If continuation of C1 or C2 Behaviours refer to Deputy Head • Parents informed by Deputy Head • Potential meeting Assistant Head/Deputy Head with parents

C4 Behaviours = 4 points

Behaviours	Actions of staff
• Continuation/repeated C2 or C3 Behaviours • Smoking/vaping • Alcohol abuse • Malicious allegations towards another pupil/staff • Illicit substances on school property/school trip • Bringing dangerous object/weapon • Bringing the name of the school into disrepute • Sexual harassment • Severely inappropriate sexual relationships between students	• Deputy Head / Head to investigate and record C4 on Engage • Fixed term internal isolation • Meeting with the Head and parents, placed onto Head's report • May result in a Behaviour Review Meeting and behaviour contract put in place • May result in fixed-term or permanent exclusion, depending upon severity.

If a staff member deems your behaviour significantly challenging or inappropriate you could automatically move to C3 or C4. Please note the school upholds a separate policy on mobile phones in school.

Please note this is not an exhaustive list.