



CARGILFIELD

Behaviour Policy

Behaviour, Rewards and Sanctions

Throughout this policy, the term “parents” should be taken to include guardians and carers.

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, 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 and feel comfortable in the use of appropriate sanctions.
- A partnership approach between the child, home and school.

EXPECTATIONS OF BEHAVIOUR

The promotion of positive behaviours is critical to establish the best learning environment yet there is equal importance on developing the whole child. A fundamental part of prep school is preparing the children for the next stages of their lives. Understanding that all actions and decisions they make have consequences, both positive and negative, is a key concept in child development. This policy will help address unacceptable behaviour in a fair and supportive manner whilst also promoting and celebrating good behaviour.

Staff are encouraged to use their experience, professional instincts and good common sense in managing behaviour and should not feel that these are denied by the guidance in this document.

The School will document relevant incidents or behaviours on iSAMS, the School’s Management Information System. This process will lead to the identification of trends, proportionate responses, consistent approaches, levels of transparency and thus a fair behavioural policy.

In some cases, a child may require an Individual Behaviour Plan (IBP) which is drawn up by the Form Teacher and Deputy Head Pastoral/Head of SFL, 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.

While this policy touches upon how to reward good behaviour and challenge poor behaviour as part of a child’s development, there may be occasions where serious incidents of ill discipline or repeated poor behaviour mean that we must exclude a child from School, either on a temporary basis or permanently. While this is more likely to be relevant to children in the Upper School, and this is explained in that part of the policy, this could also apply to children in the Nursery or Pre Prep.

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. We want the children to be aware of their rights but understand that with these rights come responsibilities for the environment that they are in and the people that they are with.

Rules should be based on three principles:

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

These rules should 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" rather than "Don't run".
- Rather than ignore poor 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 with the children. They may be written up in the negative, but it is important that they are applied in a positive manner.

Outside Classroom (and garden)

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 latter might include:

- 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.
- Protective clothing should be worn where necessary e.g. at the water tray. Hygiene procedures should 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 find it harder to manage their emotions than others and what works for one child may not for another. In Nursery we use specific language when referring to behaviour. We want the children to understand that the way they behave is their choice. We use the terms "a good choice" or "not a good choice". It is important that the children take responsibility for the choices they make. When poor behaviour is displayed, we will approach a scenario and will ask "was that a good choice?"

To cope with more 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:

- 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.
- 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.

When children do not make good choices with regards to their behaviour they are:

1. Given a verbal warning where we talk to the child about the choices they have made, and the effects of their choices have had on others.
2. If the behaviour persists the child is given another verbal warning
3. If again this behaviour continues the child will be removed from the situation and given reflection time. Where they are placed in a quiet area for a short period of time with a practitioner to have some time to reflect and discuss their choices. Later we encourage the child to try again and praise improved behaviour. If a child is given reflection time their parents will be informed when they pick up their child.
4. In extreme cases, it may be necessary to remove a child from the classroom to allow him/her to calm down without an "audience".
5. When a child has displayed poor behaviour, an apology should be expected. It brings the matter to a conclusion and helps the child to make amends.

All children in Nursery have a care plan. If appropriate, GIRFEC procedures will be implemented, and an Assessment of Need involving parents completed.

BEHAVIOUR IN THE PRE PREP

In Pre-Prep we continue to follow a consistent and positive approach to managing behaviour. This helps children to understand their rights and responsibilities within a community and helps to build confidence, boost self-esteem and highlight what positive behaviour looks like. Both positive and negative behaviours are a form of communication. As children grow older, they are more than likely able to communicate using appropriate language and behaviours. Some children, however, find it difficult to communicate and take longer to master the skills to verbalise their feelings. Through support and modelling, we help these children develop their skills to manage their own behaviour in a positive way.

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. This is the rationale behind the School rules, Be Kind, Be Kind, Be Kind.

Each teacher develops a set of simple rules with their class, positively worded and again based on the principles of:

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

Rewards for positive behaviour

- Immediate verbal and written **praise**
- Stickers, marbles in jar, good marks, team points, visits to Deputy Head – each class will develop their own system of **rewards**
- **Golden Time:** Children will have or can earn, 30 minutes of golden time each Friday where they have a choice of the activities they would like to do.
- **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.
- **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 receive a Commendation from the Headmaster who will also spend time looking at their work with them. Children are chosen on the basis of effort, achievement or positive actions or behaviour.

Sanctions

(These are in place to deal with children who don't follow the agreed rules or who display generally poor behaviour choices.)

- Verbal warnings and reminders – phrased positively where possible.
- Sun and cloud or traffic light systems, red and yellow cards, loss of golden time in 5-minute chunks, loss of playtime and reflection time are all sanctions which teachers use with their classes.
- Involvement of Deputy Head
- Involvement of parents
- Involvement of outside agencies

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

Reasons for sudden changes in behaviour or persistent poor behaviour will always be investigated to establish the cause and to aid in planning the best approach to addressing and modifying these. Concerns about behaviour and actions taken are recorded on iSAMS.

Break times

Playground rules and expectations of behaviour are shared with children and are 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 will initially have 5 minutes "time out". If the behaviour persists, they will be sent inside to their class teacher. Persistent poor behaviour can lead to longer stretches of time out and the missing of golden time. Any problems with behaviour in the playground are passed on to the Deputy Head and the child's class teacher.

BEHAVIOUR IN THE UPPER SCHOOL

Cargilfield Behaviour Expectations

In the Upper School, the children discussed within their Forms the values which they feel are most important at Cargilfield.

These are discussed at the beginning of each term by the Form Teacher and are displayed in each form room.

1. Make the most of your opportunities as 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 are what we use to guide the children's behaviour, the following details may be at the heart of these:

Make the most of your opportunities 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.

Keep your locker in the changing room tidy and make sure that any games equipment is stored neatly.

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 your belongings and respect those of others

Keep your own trays and lockers tidy.

Always bring your pencil case and a reading book 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 main library and Form 4 library are quiet areas and you should respect this quiet space

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.

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

This also involves following these guidelines:

- 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 Take Shelter 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 5.30pm, 6pm or 7.30pm or on the sign-out sheet in the front entrance at other times.
- Do not swing on your chair in the classroom.
- Do not run in corridors: this can be dangerous and cause accidents.
- Keeping ourselves and others safe when not at Cargilfield is especially important as the surroundings may be unfamiliar and bring its own risks as a result.

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.

REWARDS AND SANCTIONS IN THE UPPER SCHOOL

The Cargilfield Rewards and Sanctions Ladder (appendix 1) gives the children a visual representation of the rewards and sanctions at Cargilfield which are measured depending on how far above or below the School's expectations of behaviour.

REWARDS

Praise

Adults should aim to re-inforce good behaviour by highlighting examples as they notice them. This does not always require a tangible reward.

Good Mark

A Good Mark is awarded for general good behaviour.

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: one for the child in each year group and then an overall winner in the Upper School. This overall winner will be able to choose their prize up to the sum of £20 and this will then be presented to them in chapel.

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 (and can cross over between good work and good behaviour) but, if used regularly, they can help the teacher in promoting positive behaviour throughout the school.

Teachers record the award of a Good Mark on iSAMS and each is worth **1 Divisional Point**.

Commendation

This is a means by which staff will reward good work. This is often given for three pieces of good work although staff should also feel able to use this for an individual piece of work that is considered to be outstanding or mark significant progress.

If used regularly, they can help the teacher to encourage a diligent approach to school work.

Teachers record the award of a Commendation on iSAMS and each is worth **1 Divisional Point**.

Cargilfield Character

A Cargilfield Character (CC) can be awarded by any member of staff to a child who has gone above and beyond in showing good character towards another member of the Cargilfield community. This will be positive behaviour which dramatically exceeds the School's expected high standards or for an individual whose action is over and beyond their individual 'norm'. Before the CC is awarded, the teacher who would like to award the child with a CC will discuss to the Deputy Head Pastoral.

The child's name will be written on the Cargilfield Character notice board outside the staff common room with a short explanation as to why the child has received this. At the start of the following week, the Cargilfield Character list from the previous week will be read out in chapel and those children who have appeared on the list will receive a special treat at Baps.

The Deputy Head (Pastoral) will record this list on iSAMS and each CC will result in **3 Divisional Points**.

Community Colours

Children can be awarded 'Community Colours' based on positive behaviour and all-round commitment to the Cargilfield Community.

Recording

All rewards (except praise) must be updated onto iSAMS as quickly as possible.

SANCTIONS

Warning

A verbal warning to a child would be issued for a one-off, low-level behaviour offence. The member of staff would indicate that the child's behaviour was not acceptable and the child would be expected to apologise.

Poor Behaviour Mark

If a child's behaviour does fall below expectations, a Poor Behaviour Mark (PBM) will be issued and the child will be informed that they have received one. This would be for persistent low-level behaviour or whenever a member of staff feels the need to reprimand a child - examples of this might be repeated uniform infringements; chewing gum; being late for class or games; littering; general misbehaviour or any other similar offence. Staff may wish to use another sanction to support the poor behaviour and it ought to be relative to the offence: for example, poor table manners might result in cleaning tables in the Dining Hall.

In the first instance, the child's Form Teacher will be informed and the Form Teacher will speak to the child about their behaviour and provide a positive intervention.

If a child receives 3 x PBMs in one half of term, a Conduct Mark would be issued and the Form Teacher would follow the procedures below.

Poor Copy

This is used when a teacher feels that a child's work falls below expectations for that individual. This will often involve the work being repeated under the supervision of the teacher who has awarded the poor copy.

Conduct Mark

A Conduct Mark (CM) is given for something more serious or repeated poor behaviour. Examples of this might be unkindness to others; defiance; physical abuse; truancy; public use of obscene language or gestures; stealing; repeated poor performance in class; vandalism, prejudicial behaviour and/or other forms of bullying.

If a teacher feels a child should receive a CM, they will discuss it with the Deputy Head Pastoral and an agreement will be made whether or not the level of offence merits one. If the child does receive a CM, they will meet with one of the Deputy Heads to discuss their behaviour. The child's Form Teacher will also attend, acting as support of the child. Parents may not be informed at this stage.

If a child receives a second CM in the same term, the child will again meet with one of the Deputy Heads along with their Form Teacher acting as support of the child. Parents will be informed by the Form Teacher and there will be a loss of a privilege. A third CM in a term will result in a Headmaster's Detention. This is likely to involve the creation of a temporary bespoke positive behaviour contract which will be signed by the Headmaster, Form Teacher and Child. Parents will be informed by the Deputy Head or Headmaster.

Suspension

A suspension will be as a result of very serious breaches of the Behaviour Policy. This would be dealt with on a case-by-case basis and at the discretion of the Headmaster. All serious incidents of bad behaviour will be reviewed by at least three members of the Senior Management Team. The child's previous record of good or bad behaviour will also be considered. The Chair of Governors will be informed of the decision made at this review. The parents will be called in to discuss the situation and another member of the SMT will be present to take notes of the conversation.

Exclusion

In extreme circumstances and possibly after more than one suspension, the Headmaster will consider the permanent exclusion of a child from the School. The process for this will be the same as for a suspension.

Recording

All sanctions (except warnings) must be updated onto iSAMS as quickly as possible. This will allow staff to review the pupils most recent behaviour and allow for a fair and proportionate action if that child come to the attention of staff again that day. Where necessary, a Wellbeing Concern should be logged and the 'Action' tool be used to tag relevant members of staff to follow up or monitor.

Other issues relating to Behaviour

Restraining Pupils

Restraint is only used as a last resort, to prevent harm, with the minimum necessary force, and for the minimum necessary time. We will always take care to follow Scottish government guidelines on this matter.

Drugs and Alcohol Misuse

Cargilfield does not accept the use of any illegal substances such as drugs, alcohol or tobacco. 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.

Mobile Phones

Children should not bring mobile phones or any other electronic devices into school unless they have been given permission to do so by a teacher for a specific purpose. The most frequent exception to this is for regular boarders who can leave a phone with their houseparent to telephone home in an evening. For this purpose, we would recommend a very simple phone that isn't internet enabled to keep your child safe and to reduce the impact of loss or damage.

ICT Responsible Use Agreement

Children in the Upper School go through the Responsible Use Agreement for ICT at the beginning of each term with the Head of ICT. They write their name and date this Form to acknowledge they have read and agreed to it.

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