



CARGILFIELD

Positive Relationships and Behaviour Policy

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

The objectives of this Policy are in line with the national policy guidance:

- Promoting Positive Relationships and Behaviour in Educational Settings – Education Scotland
- Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour – Scottish Government 2018
- Articles 3, 18 and 28 of The United Nations Conventions on the Rights of the Child;
- Getting It Right for Every Child (GIRFEC)

It also relates to the following School policies:

- Child Protection and Safeguarding at Cargilfield;
- Anti-Bullying.
- Maximising Attendance and Minimising Absence (currently in draft form)

INTRODUCTION

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.

Positive relationships are fundamental to the well-being of both children and staff, forming the foundation of an effective learning environment that drives higher attainment. When children feel connected to their learning community, they are more likely to engage meaningfully in their education and actively contribute to the life of the community.

This policy aligns with our School’s values:

- **RESPECT**
- **OPPORTUNITY**
- **COMMUNITY**
- **KINDNESS**

At Cargilfield, our values place the rights of the child at the centre, encouraging positive relationships among children, staff, and parents. These relationships are key to fostering well-being, social and emotional learning, and enabling children to fully engage with the curriculum. We aim to build a supportive learning community through:

- Promoting responsibility in children for their behaviour while valuing their contributions.
- Encouraging staff to use praise, positive feedback, and appropriate consequences confidently.
- Establishing a policy that supports all relationships—child-child, child-staff, staff-staff, and staff-parent—ensuring a strong partnership between the child, the School and the home.

Our commitment includes professional learning for staff to cultivate positive interactions, safeguard children, and promote mental well-being. Adults model respectful, constructive relationships, emphasising that relationship-building is a shared responsibility across the community.

Positive relationships support:

- Wellbeing, behaviour, attendance, inclusion, equity, and rights.
- Achievement, resilience, and the ability to navigate challenges.

By embedding these principles, we create a community that values and uplifts everyone within it.

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.

EXPECTATIONS and CONSEQUENCES 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.

Expectations of behaviour are linked to our School's values and when these expectations are met, we recognise the benefits it can have on everyone in our school community.

Value	Expectation	Benefit
Respect	We expect everyone to treat each other, belongings, and the School environment with respect...	...so that we can foster a positive, inclusive community where everyone feels valued, safe, and supported to thrive.
Opportunity	We expect our children to give their best and make the most of the opportunities presented to them...	...so that they can grow in confidence, develop their talents, and reach their full potential, both academically and personally.
Community	We expect our children, staff, parents, alumni and friends to invest in these relationships...	...to create a strong community and the feeling of a home from home.
Kindness	We expect all members of our community to treat one another with compassion, understanding, and empathy...	...so that everyone plays their part in contributing to a supportive and harmonious environment where everyone feels encouraged to learn and be valued.

We do recognise that at times behaviour will fall below expectations. In these situations, every individual deserves an opportunity to reflect on their actions and repair relationships when they have caused harm. Consequences should be fair, restorative, and considerate of individual circumstances.

While responses may vary based on individual needs, staff should maintain a consistent approach to ensure children feel:

- Cared for and supported.
- That their learning and behaviour matter.
- Encouraged to attend school for their safety and success.
- That the impact of their behaviour on others is acknowledged and addressed constructively.

Staff are encouraged to have an empathetic approach when dealing with consequences and prioritise the principle of **'connection before correction'**.

The principle provides the guiding ethos—fairness, restoration, and individual consideration—while the response is tailored to the specific situation and needs of the child. This approach ensures consistency in values while allowing flexibility in addressing unique circumstances.

In cases where initial interventions are ineffective, a more formal approach to consequences may be necessary. When a child's behaviour affects another's well-being, consequences could include repairing harm, restoring relationships, and discussing how to prevent recurrence. Consequences should be proportionate, considerate of everyone's needs, and clearly communicated to the child, and where necessary, to parents. 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.

Exclusion is not a punishment but provides a time for risks to be assessed, relationships to be restored and appropriate supports for everyone involved to be put in place.

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, where there are repeated incidences of behaviour falling below expectations, 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.

POSITIVE RELATIONSHIPS & BEHAVIOUR – Guidance for NURSERY Children & Staff

In Nursery, we are committed to establishing a clear code of behaviour for all children, promoting a sense of right and wrong by teaching appropriate conduct and discouraging inconsiderate behaviour. We believe every child has the right to feel valued, respected, and safe. We strive to create an environment where they can learn and explore without fear of harm. Our goal is to empower all children to cultivate confidence, self-esteem, friendships and a positive outlook on their own learning and social interactions.

We recognise that learning, self-regulation and socially appropriate behaviour is always a developmental process. We believe that by modelling positive behaviour and managing challenging behaviour appropriately, we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone within the setting. This policy outlines our approach to behaviour as a developmental process and provides guidelines on how to support our vision for staff, volunteers and parents. We believe that collaborating with parents and caregivers can lead to a unified approach to behaviour management that will lead to improved social and emotional outcomes for all our children.

We aim to present all children with a code of behaviour. We promote the development of a sense of right and wrong by teaching your child the appropriate way to act and discouraging unacceptable behaviour. Sometimes it is necessary to help children understand their own boundaries in certain situations, exploring and explaining why we do not accept certain behaviours.

There are 5 characteristics that we are aiming to develop which underpin good behaviour.

- Confidence
- Communication
- Co-operation
- Curiosity
- Concentration

Children often present with challenging behaviour due to unlearned responses to feelings like boredom, anxiety, fear, curiosity, tiredness, independence and anger/frustration. Therefore, we always look at the larger picture and consider the reason behind the displayed behaviour. We aim to teach children to be kind and considerate by promoting positive behaviour, being supportive, while also planning resources and activities which underpin our personal, social and emotional development. For example, we might role play various scenarios, utilise stories that convey values, encourage healthy and joyful friendships and use feelings cards to assist children in expressing their emotions and becoming more emotionally aware.

Outlining expectations

We aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour (Golden Rules).

These rules are based on three principles:

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

The following is a list of rules (expectations) that were created after discussion with the children. These rules are applied in a positive and nurturing manner using positive, child friendly language.

Outside Classroom (and garden)

- We take turns and share equipment in all outdoor spaces.
- We always use our kind hands and words and never use excessive force during play.
- We always use our toys and materials in a kind, respectful and safe way. (Ensuring we do not cause harm to others or damage the resources we have.)
- We must use all the climbing and outdoor equipment in a safe way.
- We understand and recognise the boundaries of the Nursery Garden and play spaces and do not try to breach these or travel beyond these boundaries.

Inside Classrooms

- Only adults are able to access the Nursery kitchen and the sliding door must be kept locked when children are in the setting.
- We share and take turns with toys and learning resources in Nursery.
- We always use our kind hands and our kind words.
- We share our learning spaces and are mindful of the number of children in different areas. e.g. if all the seats in a given area are full, I will find another place to play until a space becomes available.

- We wear protective clothing in some play areas and when preparing food e.g. at the water tray, when painting, when preparing snack. (All hygiene procedures are supervised.)
- We try to keep our toys and play materials in their designated areas to ensure we can all enjoy our different play spaces e.g. dough, woodwork, sand.
- We always use our toys and materials in a respectful and safe way. (Ensuring we do not cause harm to others or damage the resources we have.)
- We always walk when moving around indoor spaces.
- We are respectful of others' personal space and their right to play in a calm environment.
- We understand that climbing on indoor equipment is not safe.
- We always use our indoor voices when engaging in activities and play in the classroom or in other indoor learning spaces.
- We play peaceful games which never include weapons of any kind.
- When using and building with hollow blocks, we only build up to shoulder level.

Promoting Positive Behaviour

Our setting believes that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places, and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social, and emotional development.

We believe that children thrive when their Personal, Social and Emotional needs are met alongside clear, developmentally appropriate behaviour expectations. For children to follow and co-operate with routines and "expected behaviour" we need to promote positive behaviour by:

- Being a good role model; setting a good example.
- Delivering consistency; applying rules uniformly.
- Using positive reinforcement; rewarding good behaviour ("good choices").
- Offering the opportunity for change; allowing children to improve their behaviour.
- Using positive body language; engaging at the child's level.

We emphasise:

Respect and recognition - valuing unique contributions and being considerate of feelings.

Freedom and responsibility - allowing self-expression in a supporting environment that encourages decision making and reflection on consequences.

Inclusion - providing equitable access to learning, considering diverse needs and backgrounds.

Honesty - fostering open and honest communication.

Safety and trust - ensuring everyone feels comfortable expressing concerns and fears, promoting emotional and physical well-being.

Prevention Strategies

Engaging with young children who exhibit challenging behaviour requires patience, understanding, and effective strategies. Our team will use various strategies to encourage positive behaviour. We focus on;

- Positive reinforcement; acknowledge and praise good behaviour to encourage its reoccurrence.
- Supporting self-esteem; we support each child in developing self-esteem, confidence and feelings of competence.
- Consistent routines; establishing a predictable routine helps children feel secure and understand what is to be expected of them as consistency can reduce anxiety and challenging behaviours.
- Clear expectations; clearly communicate rules and expectations using simple language and visual aids to help children understand what acceptable behaviour is.
- Emotional regulation; teach children to recognise and manage their emotions.
- Engaging activities/environment; provide engaging and age-appropriate activities that capture children's interest as boredom can lead to unwanted behaviour. We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- Calming/reflective time; if a child is overwhelmed, a short break can help them to regain control of their emotions. Use this time to help them calm down or engage in a calming activity.
- Communication; encourage open communication. Let children express themselves and listen to concerns. This can help them feel valued and reduce frustration.
- Collaborative problem-solving; involve children in finding solutions to their behaviour. Ask for their input on how they may handle a situation differently next time.

Intervention/Management

We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.

We do not condone adults using raised/ intimidating voices at individuals or to a group of children and believe that negative language such as "bad" or "naughty" are unhelpful and leave no room for improvement.

If a child presents us at any time with inconsiderate behaviour, staff will approach the situation in the following way:

- First monitoring what is going on. If signs of escalation or inconsiderate behaviour arise begin by talking with the children to identify the cause of the conflict. Try to encourage those involved to recognise and understand their feelings and reactions to the situation at hand. Ask each child how they feel and how the other children or child must be feeling so that both may realise that it is not just one person involved.
- A gentle calm tone will be used as well as child-friendly, age- appropriate language when addressing inappropriate behaviour.
- A resolution is achieved together through effective adult led questioning and calm supportive conversation. Then the resolution is actioned by all.
- In younger children who are not yet able to reason, diversionary tactics, distraction would be used at this time.
- We encourage but do not force children to apologise after an incident.
- Where disputes over toys arise, the children will be encouraged to use a sand timer or will be redirected to another activity/toy while waiting for their turn.
- Treats or foods like pudding/snacks will not be withheld in the instance of unwanted behaviour.
- Where possible staff will anticipate and defuse difficult situations before disagreements arise that child might find hard to handle. Early intervention often works best with redirection or an adult modelling effective play.
- Always reassure the child that it is the behaviour which is unacceptable and not the child.

Strategies with Children who Engage in Continued Inconsiderate Behaviour

If all the above positive and prevention strategies have been tried consistently and there is still a need for the modification of behaviour, the following methods will apply:

- An adult will approach the situation and first acknowledge the feelings of the child and work with the child using questioning to decipher what has happened and what inconsiderate behaviour has taken place and why. At this time staff will support children to gain control of their feelings so that they can learn a more appropriate response.
- An adult will then take time to talk to the child about the choices they are making. Practitioners will use effective questioning to create greater self-awareness and this will involve the adult talking to a child about the choices they have made, and the effects of their choices have had on others. The child is reminded that, if this behaviour continues, they will need to have some calm, reflective time. Then the child is able to return to play, giving the child an opportunity to correct their behaviour.
- Praise is freely given to the child at the slightest sign of a positive change in behaviour.
- If again this behaviour continues and this behaviour has caused harm to another child or is negatively affecting those around them, it may be necessary for that child to be accompanied and removed from the play situation. They will be redirected to a quiet and comfortable space in order to calm down and the adult works with the child to help them to reflect on what has happened. This practise is called "reflection time". This allows for a nurturing and restorative conversation to take place where the child has the opportunity to process and reflect on behaviour and their responses to the situation. Later, we encourage the child to try again to engage in play and praise improved behaviour. If a child is given time to reflect, their parents will be informed when they pick up their child.
- We never send children out of the room by themselves, nor do we use a "naughty chair" or a "time out".
- If this behaviour keeps recurring the Head of Nursery will talk with the parent/carer to inform them of the situation and to ask if they are experiencing similar difficulties. At this point a meeting may be requested to create a Behaviour Support Plan.
- Advice will be given if it is needed regarding help from outside agencies. e.g. Health Visitor or GP.
- If there are recurring incidents, a record will be kept on iSAMS of incidents which occur and daily written observations made to learn what the trigger cause might be. This will then be fed back to parents of the given child and will also feed into their Behaviour Support Plan.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- We will not tolerate any parent or carer shouting, disciplining, or humiliating their child within the setting. It is important to note that smacking or hitting a child is an illegal practise in Scotland and could result in prosecution.
- In very extreme cases, we may use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. This will be carried out in line with our school policy.
- Details of such an event (what happened, what action was taken and by whom, and the name of the witness) are brought to the attention of the managers and are recorded in the child's Care Plan and the incident will also be recorded on iSAMS. The child's parents are informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitude by means of explanations rather than personal blame.

Staff Training

We familiarise new practitioners and volunteers with the Nursery Behaviour Policy and its guidelines for behaviour.

We require all staff, volunteers and children to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy. In order to manage children's behaviour in an appropriate way we will:

- Attend relevant training to help understand and guide appropriate models of behaviour.
- Implement the setting's behaviour procedures.
- Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary.
- Check that all staff have relevant in service training on positive behaviour. We keep a record of staff attendance at this training.

POSITIVE RELATIONSHIPS & BEHAVIOUR – Guidance for Pre Prep Children & Staff

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 three golden 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)

WAYS FOR TEACHERS TO PROMOTE POSITIVE BEHAVIOUR	
Praise	Immediate - verbal and written.
Rewards	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 three 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.
CONSEQUENCES WHEN CHILDREN'S BEHAVIOURS FALLS BELOW EXPECTATIONS	
(These are in place to deal with children who don't follow the agreed rules or who display generally poor behaviour choices.)	
Verbal	Verbal warnings and reminders – phrased positively where possible
Visual	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 consequences which teachers use with their classes.
Escalation	<ul style="list-style-type: none"> • 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 Wellbeing Manager on iSAMS and indicators are used to identify trends.

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.

POSITIVE RELATIONSHIPS & BEHAVIOUR – Guidance for Upper School Children & Staff

The School's Values as well as expectations of behaviour and the Children's Guide to Positive Relationships and Behaviour (**Appendix 3**) are discussed at the beginning of each term by the Form Teacher and regular reinforcement of the School's values and expectations are made during Health & Wellbeing lessons, Chapel, Divisional Meetings and Form Periods.

Adults modelling the behaviour they want to see is a powerful teaching tool. **Appendix 4** contains operational guidance for staff in promoting positive relationships and good behaviour.

We reward the children for positive behaviour using the Cargilfield Reward and Consequences Ladder (**Appendix 2**) which gives the children a visual representation of how rewards and consequences at Cargilfield are measured depending on how far above or below the School's expectations of behaviour. Some Rewards and Consequences in the Upper School involve the issuing of Divisional Points which are logged on iSAMS.

Reward	Explanation	Divisional Points
Praise	Adults should aim to re-enforce good behaviour by highlighting examples as they notice them. This does not always require a tangible reward.	
Good Mark (log on iSAMS)	A Good Mark is awarded for general good behaviour. Examples might include: <ul style="list-style-type: none"> • 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 	+1
Commendation (log on iSAMS)	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.	+3
Cargilfield Character (log on iSAMS – authorised by the Deputy Head Pastoral)	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'. The award is authorised by 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. When the list fills up, all children on the list will receive a special treat at Baps.	+5
Community Colours	Children can be awarded 'Community Colours' based on positive behaviour and all-round commitment to the Cargilfield Community. Nominations are presented to the Deputy Head Pastoral ahead of the end of term internal prize giving.	
Consequence	Explanation	Divisional Point
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 (log on iSAMS)	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 consequence 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.	-1

	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 (log on iSAMS)	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.	-1
Conduct Mark (log on iSAMS – authorised by the Deputy Head Pastoral)	<p>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.</p> <p>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.</p> <p>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.</p>	-3

Temporary Exclusion (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 Senior Management Team. All serious incidents of bad behaviour will be reviewed by at least three members of the Senior Management Team, including, where possible, the Headmaster who will chair the review meeting. 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.

Permanent 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 but will involve a discussion with the Chair of Governors before the decision is taken.

Recording

All consequences (except warnings) must be updated onto iSAMS as quickly as possible. This will allow staff to review the child's 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. Wellbeing Indicators on iSAMS will be used to identify trends in behaviour/incidents.

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 the Child Protection and Safeguarding Policy.

Drug 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.



CARGILFIELD

Positive Relationships and Behaviour Policy

Our Values & Our Vision

RESPECT

OPPORTUNITY

COMMUNITY

KINDNESS

Everyone at Cargilfield feels valued, included and respected. Together we create a healthy and happy learning environment where we help each other to be the best version of ourselves.

We will...

- treat each other, belongings and the School environment with respect.
- give our best and make the most of the opportunities presented to us.
- invest in our relationships with our peers, staff, parents, former pupils and friends.
- treat one another with kindness, compassion, understanding, and empathy.

Because we want to...

- foster a positive and inclusive community where everyone feels valued, safe, and supported to thrive.
- grow in confidence, develop our talents and reach our full potential, both academically and personally.
- create a strong community and the feeling of a home from home.
- play our part in contributing to a supportive and harmonious environment where everyone feels encouraged to learn and be valued.

What matters to us is...

Our **Relationships**

Our **Rights**

Our **Behaviour**

We know...

We won't get it right all of the time:

- we might say or do something hurtful;
- we might cause damage;
- we might be disrespectful;
- we might be unsafe;
- we might disrupt learning.

However, when this happens, together we have agreed to...

- focus on repairing relationships and returning to learning as soon as possible;
- take responsibility for ourselves, for our actions and for making things right;
- accept that we may need help from someone else to do this (peer, adult or parent);
- accept that there may be consequences (beyond a restorative conversation) however these will always be specific to the situation and the individual needs of everyone involved;

Children, parents, staff and partners worked together to create this policy. This policy applies to everyone at Cargilfield.

This policy supports, and is supported by, our other policies on

Child Protection & Safeguarding	Anti-Bullying	Learning & Teaching	Children's Complaints	Equal Opportunities	Child Mental Health Support	ICT	Missing Child
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We make our policy work by

Being rights respecting	Knowing what our rights are, knowing that everyone has rights, and knowing what we have a responsibility to respect others' rights.
Being nurturing	Caring for and helping each other to develop resilience, social and emotional skills, and to feel better about ourselves.
Being restorative	Learning how to behave in ways that are helpful not harmful; being responsible for our actions; repairing relationships when they have been damaged and learning how to avoid conflict in the future.
Being trauma sensitive	Creating safe and respectful environments that help anyone affected by trauma heal; regulate their emotions and build healthy supportive relationships.
Promoting wellbeing (Responsibility of ALL)	Making sure everyone feels safe, healthy, active, nurtured, achieving, respected, responsible and included.
Promoting social and emotional learning	Helping our children develop relationship skills, self-awareness, social awareness, self-management and responsible decision-making.

We can learn about and get help with our relationships and behaviour through

CHILDREN	Health & Wellbeing Lessons	Registration	Assemblies	Talking to an adult	Talking to a friend	Prefects	Anti-Bullying Ambassadors
	PARENTS	Friends of Cargilfield	Parents Evenings	Information Evenings	Information Leaflets	Nurture	Restorative Approaches
Trauma Informed						Attachment Informed	Anti-Bullying
STAFF	Colleague Support	Senior Management	Professional Learning	HR	Pupil & Parent/Carers (evaluation)		Policies

Upper School Cargilfield Rewards and Consequences Ladder



Cargilfield Community Colours

Candidates for a Cargilfield Community Colours badge are nominated and discussed by my teachers. These badges are awarded to children who display outstanding characteristics of being an upstanding member of the School community by demonstrating politeness, kindness and putting others before themselves.

Cargilfield Character

I can be awarded a Cargilfield Character for going above and beyond to help or showing good 'character' towards another member of my school community. This is positive behaviour shown which dramatically exceeds my School's expectations. I will receive five Divisional Points and a special Baps.

Good Mark/Commendation

If I have worked well throughout a lesson, been helpful, showed a positive attitude or behaved above expectations, I could receive a Good Mark and a Divisional Point. I can be rewarded with a Commendation for an outstanding piece of work or three very good pieces of work in one subject and receive three points for my Division.

Praise

By working well on a task my teacher may reward me with positive verbal praise.

Expectations

I am behaving as expected and working in line with the School's values.



Warning

I can expect to receive a warning from a teacher for a one-off, low-level poor behaviour offence. This could be disrupting a class, running in the corridors, a uniform infringement, or saying something unkind.

Poor Behaviour Mark/Poor Copy

A Poor Behaviour Mark could be given for repeated uniform infringements, chewing gum, repeated lateness, littering, unkindness. My Form Teacher will meet with me to discuss my behaviour. I may receive a Poor Copy for poor attitude towards my work and could be expected to catch up on that piece of work during free time.

I will lose one Divisional Point.



Conduct Mark

If my behaviour falls dramatically below expectations, I will receive a Conduct Mark and lose three Divisional points.

A CM could be given for truancy, defiance, use of obscene language or gestures, prejudicial behaviour, stealing, anti-social behaviour, vandalism, repeated negative impact on a class, making another member of the community feel very upset.

My Form Teacher and I will meet one of the Deputy Heads to discuss my behaviour. If I receive two CMs in one term, my parents will be informed and I will lose a privilege. If I receive three in one term, I will be given a detention and will meet with the Headmaster and my Form Teacher to discuss the next steps which may include having a positive behaviour contract.



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.
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.
Make sure you are wearing the correct uniform (no jewellery, wristbands)
Have a good shower after games so that you are clean.

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 engage in discussion. Listen to your teacher or one of your classmates if they are addressing the class.
Respect quiet spaces and others who want to be in them. Learn to trust one another.
Include everyone in your games and activities. Avoid secret conversations and exclusion of others.

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 Driveways
Tell 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. Following the Take Shelter Procedure when the alarm goes off.
Staying inside when it is dark outside unless accompanied by an adult or your parents.
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.
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.

Most importantly

Be kind, Be kind, Be kind.

National Policy Guidance:-

[Developing a positive whole school ethos and culture: relationships, learning and behaviour](#)

[Included, engaged and involved part 1: promoting and managing school attendance](#)

[Included, engaged and involved part 2: preventing and managing school exclusions](#)

Positive relationships at Cargilfield are central to the well-being of children and staff and underpin an effective learning environment. There is a wealth of research¹ on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education. We recognise that our learning environment is a complex ecological system. What happens in one part of the system impacts on what happens elsewhere. This guidance has been developed to promote consistent application of our Positive Relationships and Behaviour Policy and our relationship-based practice.

The strategies and interventions listed here are not exhaustive but are a small selection of things we can pre-plan and practice with different children and different classes.

Planned Approaches to promote child engagement and positive behaviour

These approaches should be part of regular planning, preparation, and practice. Managing the learning environment is the most effective and non-intrusive universal way to promote engagement in learning and positive behaviour. Use of CIRCLE or a similar framework for assessing the needs of a whole class will help to plan effective universal support. Approaches include:

- Expectations are co-created with children, they are visible, and are regularly referred to.
- Classrooms routines are clear and well established.
- Classroom learning spaces are tidy and free from clutter and displays are organised and do not cause overstimulation.
- Resources are easily accessible and labelled.
- Learning is well planned as part of a series of connected lessons.
- Learning Intentions/Success Criteria are ready to be displayed, revisited, and used to summarise learning.
- Lessons are effectively differentiated.
- A range of activities and resources are used to engage all children.
- Resources are organised and accessible to children.
- Seating arrangements and plans are organised to ensure the most effective learning environment possible depending on the needs of the children and the learning activities.
- All transitions of activity, people/grouping, and/or seating/location are supported. For example, entrance and exit from class are consistent and calm - children are welcomed at the door and calmly leave class after a positive exit activity or plenary.

Classroom strategies to promote child engagement and positive behaviour

These strategies are not intended to be sequential as what works most effectively will be determined by the needs of different classes and individual children. However, it should be noted that some strategies are less disruptive to others and have a lower risk of non-compliance than others. For example, distracting a child away from an undesirable behaviour, such as persistent talking, carries little risk of non-compliance and isn't distracting for the rest of the class. Asking a child to move seats however may be disruptive to others and carries the risk of refusal to comply.

Low risk and least intrusive strategies should always be tried first. The decision to use a particular strategy should always be determined by how well you know the child and their individual needs. The composition and needs of the class may also influence the strategies used.

- Connect before you correct - quietly asking the pupil if everything is ok – be aware of the audience and the impact it could have on the child.
- Use proximity - this can act as reassurance for the child (you've 'noticed' them) and also act as a prompt back to task.
- Use non-verbal communication effectively (a smile, eye contact, visual prompts towards the clock or towards their work/the board etc.).
- Distraction and re-direction (away from 'behaviour' and towards the 'learning task').
- Appropriate use of humour – when used well it can disarm and de-escalate.
- Verbal prompt – 'what should you be doing?'
- Provide hurdle help with a task if necessary with the learning task to get them back on track.
- Quiet private warning.
- Time and space – it may be necessary, to give the child time to regulate their emotions. This may also mean you need to physically move away from them as well or allow them to move to a quieter location in the class for a period of time.
- Create an opportunity to speak to the child, listen to them, and potentially remind them of class expectations (if possible, give them time to respond/change their behaviour).

- Remind the child of the positive consequences of maintaining class/school expectations.
- Remind the child of times/activities that they've done well.
- Calmly remind children that harmful behaviour will not be ignored as this is not kind or respectful to the child or to others.
- Calmly moving the child to another seat.
- Have a restorative conversation (if possible at the time or later) with the child(ren).
- Always respect a child's dignity (this may be difficult if they are being disrespectful however remember we must always model the behaviour we want to see). For example, lateness is addressed privately in a way that minimises disruption (no public questioning which may lead to the child feeling ashamed).
- Seek assistance from (specific to each setting).
- Record a concern on iSAMS.
- Apply a consequence.

Caveats:

Always use caution when talking about negative consequences to ensure these are not received as threats. While a consequence should usually be applied as close to the time of the behaviour as possible, this needs to be carefully judged and it may be that the child or adult require time to come down from the heightened emotion of the incident before a consequence is considered. Never leave a child unsupervised if they are very distressed. If possible and necessary, ask someone else to seek assistance for you.

Formal Interventions to Recognise Positive and Address Negative Behaviour

Consequences follow on naturally from behaviour. Consequences can be positive or negative.

Recognition of Effort, Innovation, and Positive Behaviour

Positive feedback specifically related to behaviour is an example of a natural consequence that supports the development of intrinsic motivation, which means we carry out a behaviour for our own satisfaction, rather than for a consequence or perceived reward. There is also a place for more tangible rewards. Good Marks can be awarded for many reasons, including demonstrating our school values through being helpful, being polite, working hard, completing homework, completing work to a high standard, consistent and improved effort. There is no limit to the number of Good Marks that can be issued to a class.

Reporting Concerns and Consequences

Concerns may include lack of engagement in learning, well-being issues, behaviour that does not meet class expectations, and failing to follow instructions. Concerns should be recorded on iSAMS in order to prompt and inform future support for children. At times, it may be necessary to inform parents/carers of our concerns and work with them to coordinate support for their child. Although the responses to concerns may differ depending on the different needs of those involved, the approach taken by all staff should be consistent. Children should feel that:

- we care about them;
- we are concerned about them, their learning, and their behaviour;
- we want them in class/school so that we know they are safe, and they have the best opportunity to achieve;
- we are also concerned about the impact of their behaviour on their class and how this might impact on their relationship with others in the class.

Consequences – Sequential Application of a Hierarchy of Responses

The principle of 'connection before correction' should always be prioritised however when the interventions listed above have not been effective then a more formal approach to consequences is required. The intention behind applying a consequence should always be to help a child understand the impact their behaviour has on their own and others' learning. Consequences should, therefore be natural, logical and the child should know the reason for the consequence and should potentially be involved in deciding what the consequence is. Consequences related to undesirable behaviour should be used as learning opportunities. (Learning a better way to behave that will benefit themselves and others). Some examples of natural consequences may include:

- being asked to finish uncompleted classwork during a social time or as homework;
- creating a mess may mean that a child needs to use their social time to clean up after;

Refusal to comply with a consequence may mean that a parent is contacted and asked to support the child to understand the reason behind the consequence and the importance of meeting the school expectations agreed by everyone – all of which can be directly related to positive consequences for the child.

Children should also know that if the concerning behaviour continues, further consequences may be applied. Before moving through the sequence of consequences, the child should be given time to reflect and the opportunity to stop the unwanted

behaviour and make more positive choices. Any attempt by the child to reach the desired behaviour should also be acknowledged and praised even if it is not yet fully realised.

Staff and children benefit when the hierarchy of application of consequences is followed consistently across the School. More significant consequences (level 4-5) should be recorded as concerns.

For example:

Level 1: Directive statement and an opportunity to reflect - a formal behaviour check delivered verbally with a focus on re-directing the child back to class tasks.

Level 2: Relocate the young person within the class to minimise disruption to other children and give the child involved the opportunity to get back on task.

Level 3: Isolated conversation between the child and the teacher – this may have to be outside of the classroom if the conversation cannot be isolated within the class. It may be useful to ask what support the child thinks they need in order to re-engage with learning. However, the seriousness of persistent behaviour that disrupts learning should be made clear and that compliance with instructions is now needed to avoid further consequences.

Level 4: Referral to a Form Teacher, or a member of SMT, may intervene and use their judgement to resolve the situation.

Level 5: Referral to the Headmaster.

Instances where a young person exhibits behaviour that is extreme and cannot be isolated or contained close to their learning location should be referred directly to SMT.

Extreme behaviour may include verbally or physically violent, dangerous or intimidating behaviour.

Please note referrals of this nature may require a more complex and considered response. This may take time. Referrers need to trust that senior leaders will respond to the situation appropriately, based on the needs of everyone involved, and will feedback to the referrer at the earliest opportunity. Please remember that timescales for this may vary depending on circumstances/context.

Formal interventions at Level 4-5

- Good neighbour in another class or period of time with a different teacher or class
- Formal Restorative discussion
- Use of Morning Break, Rest or Games to complete class tasks/learning
- Referrals to Form Teacher or member of SMT for immediate or follow up support
- Behaviour check-ins or monitoring by Form Teacher
- Follow up which may include parent communication or meeting to seek and plan support
- Planned targeted support (please note it may be necessary to exclude the child while this support is arranged)
- Temporary Exclusion - all are formally recorded, are a last option, and are for the shortest period of time.

1. The readiness of the child to participate in a restorative conversation is key therefore the conversation may need to take place at Morning Break, Rest, Games, or at another agreed time. The conversation may be between a member of staff and the child(ren) and it may be supported by another member of staff. In some situations, time and opportunity may prevent the member of staff involved in the situation being part of the restorative conversation. This situation is not ideal. If this does happen then the member of staff should be informed as soon as possible of the outcome of the conversation. It may also be necessary to arrange a follow up conversation at a later stage to repair the relationships between the member of staff and the child.
2. Temporary Exclusions are never used as punishment but as time for risks to be assessed, relationships to be restored, and appropriate supports for everyone involved to be put in place.

Monitoring of Concerns and Consequences

Regular monitoring of reported concerns and consequences will allow for early intervention and support. Interventions may be planned at multiple levels concurrently to provide a child with wrap-around support. Use of the least intrusive universal supports will be used all of the time with targeted supports used as required and for as long as required. For example, universal supports may be planned in advance with class teachers such as visual timetables and written task instruction cards for children with attention difficulties and poor working memory which regularly leads to off task and disruptive behaviour. Alongside this a child may be asked to attend regular check-ins with their Form Teacher or another chosen adult, to closely monitor their progress and address any on-going issues quickly before they escalate.

Summary

We are invested in supporting the best possible relationship-based practice. We cannot do this without the support of staff, partners, parents, and children. Finally, although these operational guidelines are written principally for school staff they should always be administered in line with the values, expectations, and agreements contained within the School's Positive Relationships and Behaviour Policy which has been developed by the wider school community collective and apply to everyone.

Creating an Ethos and Culture based on Positive Relationships – Reflective Questions

BUILDING RELATIONSHIPS

Features of an ethos that promotes relationship building	How do we (links to HGIOS4/HGIOELC 1.3, 1.4, 2.1, 2.3-2.5, 2.7, 3.2):
<ul style="list-style-type: none"> • Everyone’s views are sought, valued and acted upon, everyone feels safe and has a sense of belonging and everyone is seen as an individual with their own needs, risks and rights • Values and expectations are shared across the School and are evident in everyday practice • All staff make an intentional investment in a positive relationship with every individual and understand behaviour as communication • All staff show relational and emotional consistency • Warmth and responsiveness is balanced with structure • Appropriate needs-led support is in place • Use of creative approaches to proactively engage ALL families 	<ul style="list-style-type: none"> • Ensure our ethos and culture supports relationships, rights, and participation and is consistently and fairly applied? • Link and use a range of approaches, such as those which are nurturing, trauma-responsive, restorative, solution-oriented, and rights-based? • As individuals consciously develop a style that is approachable, encouraging, and attuned and attentive to children’s needs (being actively present and emotionally available)? • Recognise the importance of being a stable ‘safe base’ for children? • Ensure everyone feels connected to the learning community? • Provide staff with the time and space to develop trusting relationships with children? • Ensure we have sufficient support and professional learning to effectively engage ALL children and support their learning, and their social and emotional needs?

NURTURING RELATIONSHIPS

Features of an ethos that nurtures relationships:	How do we (links to HGIOS4/HGIOELC 1.4, 2.1, 2.3-2.6, 3.2):
<ul style="list-style-type: none"> • Everyone is collectively involved in developing helpful routines, boundaries, and expectations. • Universal relational approaches are evident across the setting as part of daily activities. • Staff understand nurture principles, attachment, and child development and can be responsive to the needs of individual children. • Staff have a range of strategies to use to support positive relationships and behaviour. • Every child has access to a trusted adult who can be a safe base. • Staff evidence self-awareness in all their interactions. • Social and emotional learning is prioritized and is a ‘responsibility of all.’ • Proactively teach pro-social skills to children who find this challenging. 	<ul style="list-style-type: none"> • Ensure ALL children regularly know that they are liked, appreciated, and accepted? • Support children who struggle to regulate their emotions by using developmentally appropriate strategies and routines? • Ensure the emotional and social needs of children are considered in all transition planning (people, place, activity, day-to-day, and more significant)? • Prioritize support and ongoing/regular professional learning on relational approaches? • Work effectively with parents and carers to encourage healthy relationships, motivation for learning, and positive behaviour both at home and away from home? • Provide staff opportunities to have collaborative, solution-oriented discussions about relationships and behaviour? • Measure the impact of the approaches we use on wellbeing, learning, and behaviour? • Ensure all staff take responsibility for challenging and supporting children’s behaviour? • Provide ongoing support for staff wellbeing

RESTORING RELATIONSHIPS

Features of an ethos that prioritises restoring relationships over punishment:	How do we (links to HGIOS4/HGIOELC 2.1, 2.4, 3.2):
<ul style="list-style-type: none"> • Promotes restorative values, thinking, and language in daily practice. • Promotes the belief that behaviour can change. • Provides high levels of support and challenge to children and staff. • Proactively links positive consequences to positive behaviour. • Negative consequences are natural and linked to the situation. 	<ul style="list-style-type: none"> • Intervene at the earliest and least intrusive level by helping children once regulated, to repair their own relationships and have the opportunity to start afresh? • Consistently prioritize wellbeing and engagement over blame and punishment? • Ensure everyone involved in an incident is also involved in the restorative process? • Provide supportive supervision after personally challenging situations? • Ensure all staff have access to ongoing professional learning in restorative approaches?

Please note: To make this more an evaluative exercise the ‘How do we’ questions can be followed up by ‘How well do we’ questions.