Cedar Park School and Nursery

Behaviour Policy

Date Approved by Governing Body:

Review: September 2026

Introduction

At Cedar Park Primary School and Nursery, we are committed to creating a safe, supportive, and inclusive environment where every child can thrive. Our behaviour policy aims to foster a positive school culture that promotes respect, responsibility, and resilience among our students. We believe that good behaviour is essential for effective teaching and learning, and it is the foundation for a happy and harmonious school community.

Vision and Core Principles

Our behaviour policy is underpinned by our school's vision and values and our six core behaviours:





Our Behaviour Policy is built on our school principles and behaviours and links to the children's knowledge and understanding of British Values.

The aims of our behaviour policy is to:

1. **Promote Positive Behaviour:** Encourage students to develop self-discipline and make positive choices.
2. **Ensure a Safe and Supportive Environment:** Create a safe, welcoming, and nurturing school atmosphere where everyone feels valued and respected.
3. **Enhance Learning:** Minimise disruptions and maximise learning opportunities for all students.
4. **Develop Social and Emotional Skills:** Equip students with the skills to build positive relationships, manage their emotions, and resolve conflicts constructively.

5. **Foster a Sense of Community:** Cultivate a strong sense of belonging and community spirit within the school.
6. **Connection before correction:** Recognise that behaviour is a form of communication. Prioritise building a supportive connection with the child first, in order to understand their needs and help them return to a state of regulation before guiding them towards more appropriate choices.

Rewards and recognition

At Cedar Park School we are committed to fostering a positive and inclusive environment where good behaviour is recognised and celebrated. To encourage and reward positive behaviour, we have implemented a system of house points, where students earn points for their house through acts that uphold our six key behaviours compassion, courage, co-operation, perseverance, passion and respect.

The house with the most points receives special recognition in a termly celebration. Additionally, individual achievements are acknowledged with school stickers, teacher certificates and headteacher awards, which are given to students who consistently demonstrate exceptional behaviour. Further opportunities to recognise positive behaviour include : Additional opportunities to celebrate positive behaviour include: special mentions in the school newsletter, recognition through stickers when seen around school, emails home to inform and involve parents, and the privilege of sitting on the benches during assembly. This system not only motivates students to strive for excellence but also promotes a sense of community and teamwork throughout the school.

Our approach

Our approach to behaviour management is guided by the following principles:

- **Consistency:** All members of the school community consistently apply the behaviour policy to ensure fairness and predictability.
- **Positive Reinforcement:** We recognise and reward positive behaviour to encourage its repetition.
- **Clear Expectations:** We communicate clear behavioural expectations to students, staff, and parents.
- **Restorative Practices:** We focus on repairing harm and restoring relationships rather than merely punishing misbehaviour.
- **Collaboration:** We work in partnership with parents, carers, and external agencies to support students' behavioural development.

Responsibilities

Staff

- Model respectful and responsible behaviour at all times.
- Implement the behaviour policy consistently and fairly.
- Provide positive reinforcement and constructive feedback.
- Address behavioural issues promptly and effectively.
- Engage with parents and carers to support their child's behavioural development.

Students

- Follow the school's behaviour expectations and rules.
- Show respect for themselves, others, and the school environment.
- Take responsibility for their actions and learning.
- Seek help when needed and support their peers.

Parents and Carers

- Support the school's behaviour policy and reinforce its principles at home.
- Communicate regularly with the school regarding their child's behaviour.
- Encourage their child to take responsibility for their actions and make positive choices.
- Work collaboratively with the school to address any behavioural concerns.

Restorative conversations

At Cedar Park, we use restorative conversations as a strategy to help support better behaviour choices in the future. These conversations are facilitated by any adults that work in the school and are usually within the format of a 1:1 conversation with a child, although it could be that an adult speaks to multiple children together, should they all have been involved in the same incident.

The aim of the conversation is for a child to understand how they can affect the outcome so it is more positive, should they be faced with a similar situation again. The structure of the conversation should be as follows:

1. Tell me what happened
2. What did you need?
3. How can we make this right?
4. Moving forward....

Example questions could include the following:

Section one- Tell me what happened

- Why do you think this happened?
- How were you feeling when this happened?

Section two- What did you need?

- What happened before this event?
- Is there something that you needed?
- What would you need to make sure that this doesn't happen again?

Section three- How can we make this right?

- Whom did your actions affect?
- What steps can you take to repair your relationship with them?

Section four- Moving forward

- What have you learnt from this situation?
- What would you do differently next time?
- What would you like to do now?

Restorative conversations may end at the conclusion of the fourth section, or they may lead onto the perpetrator performing an act of kindness for any victims there may have been.

Children with SEND or barriers to learning

Managing behaviour for children with SEND, barriers to learning or a disability may be tailored to meet the individual needs of the child. At Cedar Park, we understand that behaviour can be a form of communication and that there may be a link to the needs of that child. The school will do everything possible to meet their needs under the *Equality Act 2010*.
The school will consistently and fairly promote high standards of behaviour for all students and provide additional support where needed to ensure students can achieve and learn as well as possible. The school will not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this judgement will be based on the facts of the situation. However, the school will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. The school will make reasonable adjustments to the Behaviour for Learning policy for students with SEND.

As an incident happens, leaders will discuss support for the child and family and will meet the family regularly to measure the impact of this support.

Teachers and Leaders will work in collaboration to try and work out the triggers for certain behaviours displayed by children with SEND, and do all they can to mitigate against these triggers. Where appropriate, a Positive Behaviour Management Plan (see Appendix C) will be implemented and regularly reviewed to support the child's needs.

Anti - Bullying

Bullying is "**Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally. We also recognise the seriousness of prejudice-related incidents, even where the incident might be a one-off** ".

Bullying can include: name calling; taunting; mocking; making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

The school has a comprehensive **Policy Document on Anti-Bullying** and this is available to parents/carers on the school website or from the school office. Mental or physical bullying are unacceptable forms of behaviour and are not tolerated in this school. The school undertakes to encourage caring attitudes and to discourage bullying through the school ethos and culture, through a planned programme of Personal, Social and Health Education, through school and class assemblies and through its pastoral care system. All staff regularly monitor incidents of behaviour which give cause for concern, and all reported incidents are followed up immediately, appropriate action is taken and, where appropriate, parents informed.

Sexually Harmful Behaviours

At Cedar Park, we categorise sexually harmful behaviours into three categories. We use the age of the child and the context around the behaviour to help us decide what actions are required.

Green light sexual behaviours are typical and developmentally appropriate. They are:

- Spontaneous, curious, light-hearted, easily diverted, enjoyable, mutual and consensual
- Appropriate to the child's age and development
- Activities or play among equals in terms of age, size and ability levels.

These behaviours provide opportunities to talk, explain and provide support.

Amber light sexual behaviours cause concern because of:

- Persistence, intensity, frequency or duration
- The type of activity for the age and stage of development
- Inequality in age, size, power or developmental ability
- Risk to the health and safety of the child or others
- Unusual changes in a child's behaviours.

These behaviours should not be ignored and they signal the need to monitor and provide targeted support.

Red light sexual behaviours indicate or cause harm because they are:

- Excessive, compulsive, coercive, forceful, degrading or threatening
- Secretive, manipulative or involve bribery or trickery
- Not appropriate for the age and stage of development
- Between children or young people with a significant difference in age, developmental ability or power
- Abusive or aggressive.

These behaviours signal the need to provide immediate protection and follow up support. Please see our **Harmful Sexual Behaviour Policy** for further details.

Prejudiced behaviour

We maintain a zero-tolerance policy towards any prejudiced language or behaviour related to race, religion, disabilities, or any other aspect of personal identity. We are committed to fostering an inclusive and respectful environment where every student feels valued and safe. Any violations of this policy will be addressed promptly and appropriately to uphold the principles of equality and respect within our school community.

Banned items

Pupils should not bring in any items that will cause harm to another child or adult. This includes, but is not limited to:

- Knives
- Sharpened sticks
- Matches or lighters

- Fireworks
- Aerosols or solvents
- Vapes, e-cigarettes, alcohol
- Smart devices (watches, phones, tablets, glasses or any wearable tech with internet, camera, or messaging capabilities.

Any items on this list will be confiscated immediately and parents will be asked to collect them from the office. A meeting with a senior leader may also be required. All medicine or drugs needs to be brought in through the school office and stored in the welfare room. Pupils should not be carrying this with them at school. In terms of food and drink items, children should only be bringing in a healthy snack and water into school. There should be no chewing gum brought into school and no energy drinks. If a deviation from this rule is required for medical reasons, it must be supported by a healthcare plan and will be considered by the Headteacher on a case-by-case basis.

Mobile phones and smart devices

Only Year Six students are permitted to bring mobile phones to school, and these must be basic phones with calling and texting capabilities only, excluding smartphones. Upon arrival, the phones will be turned off and stored throughout the school day to ensure they do not distract from learning activities. Students may turn their phones back on only once they have left the school premises. This policy is designed to maintain a focused educational environment while providing a measure of safety and communication for our oldest students. Smart watches, smart glasses and other wearable smart devices with internet, camera or messaging capabilities are strictly prohibited.

Behaviour offsite and online

We expect our students to uphold our values and behavioural standards both on and off the school premises. Any behaviour that occurs offsite, including online activities, where the student can be identified as a member of our school community, will be addressed in accordance with our behaviour policy. We are committed to ensuring that our students represent our school positively at all times, and any actions that fall short of our expectations will be dealt with appropriately to maintain the integrity and reputation of our school.

Recording, monitoring and analysing

All incidents are diligently recorded and monitored using the CPOMS (Child Protection Online Management System) platform used by all staff members. This allows for a comprehensive and organised tracking of any issues that arise. The Senior Leadership Team regularly analyses this data to identify repeat offences and emerging trends. By closely monitoring these patterns, we can take proactive steps to address underlying issues and implement targeted

interventions, ensuring a safer and more supportive environment for all students.

Reporting and monitoring

The following progression will be followed to accurately record, monitor and support each child with their behaviour. The headteacher reserves the right to suspend a child if a dangerous event occurs that has caused harm to a teacher or another student.

Level 1

This is an event which can be easily solved by a staff member, or by the MITPs (monitors in the playground) and all parties are happy to return to their activity. This include a small disagreement or misunderstanding. This does not need to be recorded on CPOMS.

Level 2

This is an event which has required a bit more intervention and perhaps a small sanction has been applied i.e. missed minutes over breaktime. An example of this is causing disruption in a class or failing to follow instructions given by an adult in the class. Repeat or regular offences should be recorded on CPOMS and ultimately escalated to level 3 (below).

Level 3.1

In the first instance an email will be sent by the class teacher to the parents to inform them of the incident. We would kindly ask parents to reinforce the school's message at home and would hope to see improved behaviour going forward. An example of this email can be seen in the appendix below.

Green report card

A green report card will be introduced when there has been little or no improvement in a child's behaviour following initial interventions. The decision to implement a green report card will be made jointly by the class teacher and a senior leader. The class teacher will monitor and review the child's behaviour closely over a two-week period, providing an interim update to parents via email or phone after the first week. At the end of the monitoring period, the class teacher and senior leader will meet to evaluate progress and determine next steps. This may include closing the report card, progressing to a yellow report card, or implementing further sanctions at the Headteacher's discretion.

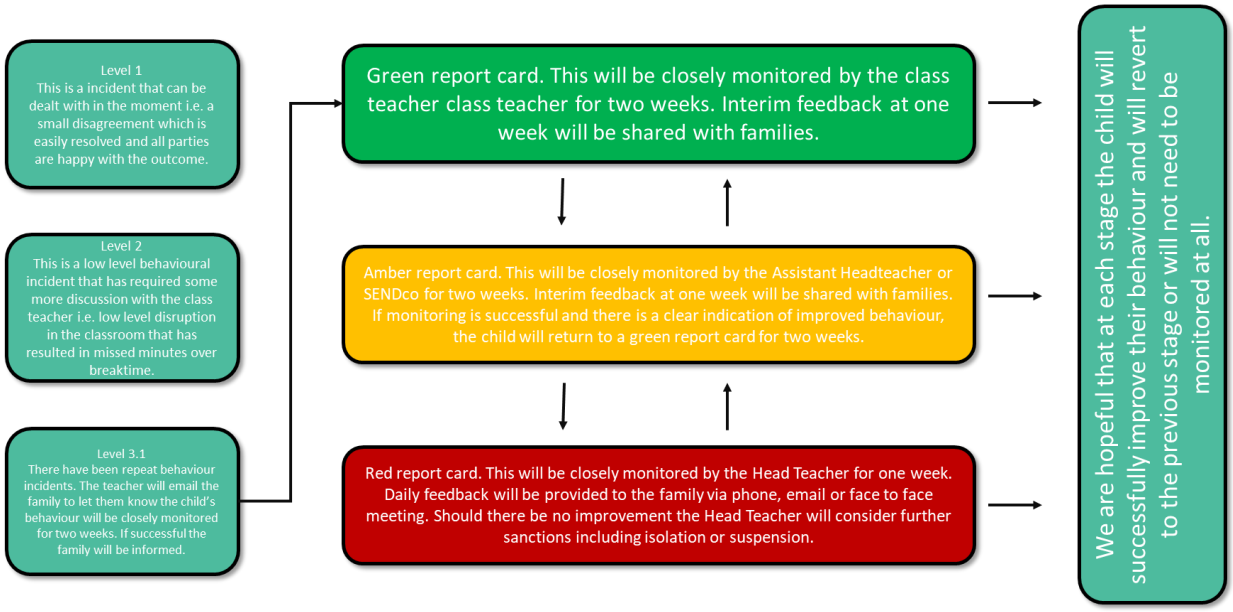
Yellow report card

A yellow report card will be introduced should the green stage not be successful. This will be closely analysed by the Assistant Headteacher who will work closely with the child and will provide a weekly update to the parents. A yellow report card is introduced when there has been insufficient improvement during the green report card phase. The yellow report card will be monitored by the Assistant Headteacher over a two-week period. An interim update will be shared with parents after the first week, either via phone or email. At the end of the two weeks, the Assistant Headteacher will review the child's progress and determine appropriate next steps. This may include closing the report card, progressing to a red report card, or implementing further sanctions at the Headteacher's discretion.

Red report card

A red report card will be introduced in cases where there is little or no improvement in the child's behaviour. This step is designed to provide the highest level of support from and will be monitored daily by the Headteacher. More regular updates will be provided and the most appropriate way of communication can be agreed upon by the headteacher and the family.

Should we fail to see success it may be likely that further sanctions such as suspensions or isolations will be considered by the headteacher. This will be in line with DfE guidance and the Local Authority Exclusions and Reintegration team will be informed, if there is a fixed term suspension or permanent exclusion, along with the Governing Body.



In some cases there may be an accelerated response towards a sanction. This will be at the Headteacher's discretion.

Conclusion
By working together, we can create a positive, nurturing, and effective learning environment for all pupils at Cedar Park School. Our behaviour policy is designed to support every child's development, ensuring they grow into respectful, responsible, and resilient individuals to further enhance our vision of '*Cedar Park is a school where there are no limits, a world class school that inspires children today, tomorrow and for the rest of their lives.*' See the appendices below for further information.

Appendix A
Sample letters for each behaviour monitoring level

Level 3.1

Dear [Parent's/Guardian's Name],
I hope this message finds you well. I wanted to inform you that today, [Child's Name] was involved in an incident where XXXX. We have addressed the situation and will continue to monitor their behaviour closely.

We kindly ask that you have a conversation with [Child's Name] at home regarding this incident. We believe that tomorrow is a new day and a fresh start, and we are hopeful to see improved behaviour moving forward.
Thank you for your cooperation and support.
Best regards,
Class Teacher

Green report card introduction

Dear [Parent/Guardian's Name],

I hope this letter finds you well. I am writing to update you on the recent behaviour monitoring period for your child, [Child's Name]. Over the past two weeks, we have closely observed [Child's Name]'s behaviour at school in an effort to support their improvement.

Regrettably, despite our combined efforts, we have not seen the necessary improvement in [Child's Name]'s behaviour. As a result, we will be placing [Child's Name] on a green report card for the next two weeks. This report card will be closely monitored by the class teacher who will provide additional

oversight and support to help [Child's Name] achieve the expected standards of behaviour.

The green report card system is designed to offer structured feedback and positive reinforcement. We will continue to keep you informed of [Child's Name]'s progress during this period, and we encourage you to reinforce positive behaviour at home to support our efforts at school.

Your cooperation and involvement are vital in helping [Child's Name] succeed. If you have any questions or would like to discuss this further, please do not hesitate to contact me by contacting the front office.

Thank you for your understanding and continued support.
Class Teacher

Yellow report card introduction

Dear [Parent/Guardian's Name],

I hope this letter finds you well. I am writing to update you on the behaviour monitoring process for your child, [Child's Name]. As you are aware, [Child's Name] has been on a green report card for the past two weeks in an effort to improve their behaviour at school.

Unfortunately, despite our combined efforts and the structured support provided during this period, we have not observed the necessary improvement in [Child's Name]'s behaviour. In light of this, we will be advancing [Child's Name] to a yellow report card. This next step is designed to provide even closer monitoring and additional support.
The yellow report card will be monitored by a senior leader (Named) for the next two weeks. This increased level of oversight aims to address the ongoing behavioural concerns and help [Child's Name] meet the expected standards of behaviour. We will continue to work closely with [Child's Name] and provide weekly feedback to both you and [Child's Name] regarding their progress.

We kindly request your continued cooperation in reinforcing positive behaviour at home. Your support is crucial in helping [Child's Name] succeed. If you have any questions or wish to discuss this matter further, please do not hesitate to contact me.
Thank you for your understanding and continued support.
Assistant Headteacher

Red report card

Dear [Parent/Guardian's Name],

I hope this letter finds you well. I am writing to provide an update on the recent behaviour monitoring period for your child, [Child's Name]. Over the past week, we have closely observed [Child's Name]'s behaviour in an effort to support their improvement.

Unfortunately, despite our combined efforts and the structured support provided, we have not observed the necessary improvement in [Child's Name]'s behaviour. As a result, we will be placing [Child's Name] on a red report card. This next step is designed to provide the highest level of oversight and support, as the red report card will be monitored daily by the Headteacher.

During this period, we will provide you with daily updates on [Child's Name]'s behaviour. We believe that frequent communication is essential in addressing these concerns effectively. If we fail to see an improvement during this time, we will discuss the next steps with you to ensure that [Child's Name] receives the support they need to succeed.

We understand the importance of your involvement in this process and kindly request your continued cooperation in reinforcing positive behaviour at home. Should you have any questions or wish to discuss this matter further, please do not hesitate to contact me.

Thank you for your understanding and support.
Headteacher

Appendix B Behaviour Sanctions Guidance

Level	Example Behaviours	Possible Sanctions	Recording and Communication
1.	Shouting out Moving or getting up when not supposed to Talking/making noises at inappropriate times Name calling Deliberate disturbing or distracting others Snatching Not finishing work to an expected level due to inappropriate actions Moving around the classroom without consent Not stopping when asked Not lining up correctly Not moving around school quietly Not joining in with your group Rough play Not following safe playground rules Rudeness to others Throwing items e.g. paper or erasers Hurting people within a game Being deceitful	**Most of these behaviours can be dealt with by non-verbal behaviour prompts or by a short conversation with an adult.** **Adults might use a short 'thinking time' if appropriate. This can be done within the classroom or just outside.**	These behaviours do not require any recording. Once dealt with, these behaviours do not need to be communicated with anyone.
2.	***Continuing the above repeatedly*** Refusal to comply with adult instructions Hiding other peoples' belongings Threatening harm to others Deliberately leaving the classroom without permission Being rude to an adult Drawing/writing on another child's work (or inappropriate book graffiti) Amber category sexual behaviour (see above for definition)	**These behaviours may require a more detailed discussion that could be had during a playtime. This could be done in the format of a restorative conversation (see structure in policy).** **Missed Minutes from playtime may also be used as a sanction.**	These behaviours need to be logged on CPOMS but no further action will be required after the initial post. Teachers may want to consult with Phase Leaders to help support with these behaviours.
3.	***Continuing the above*** Leaving the school site without permission	**Refer to behaviour flow chart from level 3.1**	These behaviour need recording on CPOMS. A subsequent action may be that

	A violent act towards a pupil Homophobic/racist/prejudice language Bringing a banned item into school Stealing Swearing Defacing school property Red harmful sexual behaviours (see definition above)		a report card is triggered. At which point, behaviour needs to be recorded on the relevant report card. Depending on how far the child is within the level 3 section a senior leader will need to be informed. Parents need to be informed of all Level 3 behaviours. If a child is on a report card, parents will be informed of their progress during this period.
4. Referred to the Headteacher	***Continuing any of above repeatedly*** Violent behaviour towards adults, with intent to hurt Extreme or repeated violent behaviour towards other pupils Repeated homophobic/racist/prejudice language Repeated red harmful sexual behaviours (see definition above)	**Head Teacher to contact parents** *To be decided by Head Teacher* Isolation (which may include community payback) Fixed term suspension Permanent exclusion	These behaviour will be recorded on CPOMS. The headteacher will contact parents at the earliest possible opportunity. It is likely that an urgent face to face meeting will be required.

Appendix C

Positive Behaviour Management Plan

Name:	**DOB:**	**Date:**	**Version of plan:** **Review Date:**

Brief description of presenting difficult/dangerous behaviours:	**Positive behaviour(s) we wish to see / have:**
Adaptive measures to promote / support positive behaviours:	

POSITIVE behaviours you will see:	**What you will say and do:** SCRIPT: SCRIPT: SCRIPT:
DIFFICULT behaviours you will see:	**What you will say and do:** SCRIPT: SCRIPT: SCRIPT:
DANGEROUS behaviours you will see:	**What you will say and do:**

	SCRIPT: SCRIPT: SCRIPT:
Post incident recovery and debrief measures	

Signature of plan co-ordinator…… Date …….

Signature of parent / carer…… Date ……

Signature of young person (if appropriate)……Date…….