



## BIS Cambridge House

Name of policy	Pastoral policy
Policy holder	SLT
Review period	Annual

Date	Amendment/ review	Section/ page	Staff responsible
22.09.22	Full review		Concha Cruz
22.09.22	Inclusion of WS sections: 1 - 9		Harry Ainscough
20.10.22	Secondary review		Harry Ainscough
20.10.22	Primary review		Suzannah Hoskins
25.01.23	Additional example to serious incidents	Section 10, Page 8	Harry Ainscough
25.01.23	Amendment to refer to section 10 and 11	Section 12, Page 9	Harry Ainscough
01.10.23	Amendment to information around use of exclusion	Section 12	Harry Ainscough
01.10.23	Classroom conduct management system: Respect for learning	Section 35	Harry Ainscough
03.10.23	Updated House system	Section 5	Carl Uren
03.10.23	Updated rewards	Section 35	Carl Uren
01.09.24	Annual review		Harry Ainscough
31.10.24	Addition to Breadth of policy	Section 5	Harry Ainscough
31.10.24	Addition to Serious incidents	Section 10	Harry Ainscough



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## 1. Purpose

This pastoral policy is designed to support Cambridge House students to demonstrate the school's values so they can develop into positive, outward looking members of our community. Cambridge House recognises key aspects of a young person's development in an international setting and the pastoral policy is designed to reflect this.

## 2. Aim

To embed a pastoral system at Cambridge House that supports our purpose. The policy is supported by other policies and systems in school which are key to the welfare and safety of our students. These are the:

- Safeguarding Policy
- Digital Device Policy
- Anti bullying policy

The policy is underpinned by Cambridge House values and the procedures outlined in the policy should be reflective of this.

## 3. Rationale

At Cambridge House Community College we believe that a policy on Behaviour is necessary for two reasons:

- In order to ensure a safe, orderly environment in which learning can take place.
- In order that the students acquire a code of conduct and respect for themselves and others which can be carried over into their lives outside school.

The standard of behaviour and discipline is the responsibility of all students and adults in the school. We should teach by example and remember that our every action and the words we use to express ourselves as adults have an impact on the students in our care.

We believe that good classroom control is achieved through a degree of common sense, firmness, but most of all consistency. We feel praise and reward for good behaviour to be fundamental in the development of a well-disciplined environment.

We should bear in mind that students will make mistakes on their way to becoming young adults and we should ensure that our approach helps them to learn and involves the support of other students, staff and parents.

We should create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When pupils do misbehave, we should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. To support these aims, this guidance outlines



different responses to behaviour that Cambridge House can use, including sanctions and pastoral approaches.

#### **4. Breadth of the pastoral policy**

This policy applies to all members of the school student community. Aspects of this policy encompass the whole school while there are specific sections covering Primary and Secondary with processes in place which reflect the age of the students.

This policy applies also to students who:

- Are within school or within the immediate vicinity of the school
- Are taking part in any school organised or school related activity or travelling to or from school.
- Are wearing school uniform or in some other way identifiable as a student at the school
- Are representing the school outside of normal school hours
- Are on school trips/expeditions
- Engaged in online learning or online school related activity.
- Participate in actions, including use of social media or online behaviour, which impacts members of our school community during or outside of school time, including weekends and holidays.

#### **5. The House System and our school values**

Cambridge House values its school community and aims for students to feel a sense of belonging and connection to their school. Cambridge House operates a House system which provides students with the opportunity to participate in events and competitions to represent their House.

There are four Houses, and a student will be appointed into one when they enrol at the school. The Houses are named after prominent locations within the Valencian community. Each house is further represented by a colour. The Houses are:

- Calderona (green)
- Turia( yellow)
- Serrans (red)
- Abulfera (blue)



Albufera



Calderona



Serrans



Turia

## 6. Student Leadership

We understand leadership is a highly valued skill in the modern workplace. Like any skill it can be developed and improved over time, however, like anything, opportunities are needed in order to develop a skill. At Cambridge House we seek to give our students meaningful opportunities whereby they can practise leadership skills. We aim to give students the chance to have a positive impact on their school and local community. We present students with leadership opportunities in a variety of ways:

### *Student Council*

The school operates a student council starting at Key Stage 5 and moving all the way down through the school into Primary. Students must undergo an application process appropriate to their age in order to become part of the school council. The student council has key responsibility areas and seeks to ensure students have a voice in the future of their school.

### *Sports Leaders*

Sports leaders support the schools sporting programme and work alongside PE staff during the school's weekly coaching sessions. Sports leaders are given the opportunity to practise coaching skills, leading teams, and organising mini tournaments.

### *Young entrepreneurs*

Cambridge House has a successful internationally recognised Btec business programme at Key Stage 5. We encourage the idea of entrepreneurial activity and seek to create opportunities whereby students can own a project and develop their entrepreneurial skills whether this is through external competition on projects within our school to enhance our services.

### *House Captains*

House captains support the community of their House by championing it in whole school events and inter House competitions. They may also take a role in the organising and delivering of some of these events throughout the year.

For further details about our student council structure please see the appendix.

## 7. Wellbeing and mental health

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An individual's wellbeing is impacted by their physical and mental health. External factors and daily interactions can impact a person's wellbeing. Wellbeing is at times considered as a reflection of how happy someone may describe themselves to be.

The mental health of an individual can have an overarching impact on their ability to function on a daily basis and can affect capacity to work and personal relationships. The length of time and severity to which an individual can suffer with their mental health is indefinite and can fluctuate from short to longer term.

Cambridge House will seek to safeguard its students from harm through a culture of vigilance and care. Safeguarding involves reducing risk or the likelihood of risk of harm to an individual. Risk can manifest itself through a variety of external factors and is also impacted by a person's wellbeing and mental health. The Cambridge House Safeguarding policy outlines the school approach to ensuring the safety of its students.

Education through our Key Stage 3 and 4 PSHE (Personal, Social, Health education) curriculum presents students with topics which give them the opportunity to study areas which can impact on wellbeing, mental health and safeguarding. These include healthy relationships, online safety, anti-bullying, physical health and nutrition. Specific staffing is in place to support students' wellbeing in the form of the school's pastoral team.

Our Primary pastoral team is led by senior teachers with a responsibility for each Key Stage; Early Years, Key Stage 1 and Key Stage 2. The senior teachers lead the year team within these key stages to ensure students are cared for and supported.

Our Secondary pastoral team is led by the Secondary Pastoral Lead. This is a senior teacher who has the responsibility of leading the Head of Year team from year 7 to 11. The Secondary Pastoral lead will also liaise with the Heads of Year 12 and 13 to ensure consistency across the school. Each year group has a Head of Year who leads the four or five strong form tutor team.

We understand the nature of 6th Form education differs in places to that of lower down the school. For this reason, our 6th Form, and the Heads of Year 12 and 13 are led by our Post-16 Lead. Again, this is a senior teacher with responsibility for overseeing and leading this area of the school.

There is further information about the roles of the pastoral teams in the appropriate Primary and Secondary sections.

We put the welfare of our students as central to everything we do at Cambridge House. All concerns around a student's emotional wellbeing or mental health should be logged by staff on My Concern.

All concerns where it is felt or identified that there is a potential risk to a young person should be logged on MyConcern.

The Designated Safeguarding Lead for the school will address these concerns.





Please see the school's Safeguarding Policy for further information

### **8.Promoting a global outlook amongst our students**

This policy is based on the principle that all members of the school community have the right to enjoy their lives in a safe and caring environment, free from disruption, violence, and any form of harassment. Our mission is to prepare each student to become a global citizen who can shape the world. We uphold a culture of developing skills and attitudes that enable every student to flourish academically and personally.

Tension between children from time to time is natural and it is normal and inevitable that students will disagree and not everyone will be friends with everyone they meet; however, we expect high levels of mutual respect and of personal integrity. We will not tolerate unkind, disrespectful, or bullying behaviour.

The issues relating to relationships, respect, bullying and positive community spirit are covered in our curriculum in the PSHE programme, tutor time and year group and key stage assemblies.

At Cambridge House all members of staff have the following responsibilities:

- Identify when and where bullying is most likely taking place and take preventive measures accordingly.
- Ensure knowledge and understanding of the procedures and policies of the school regarding bullying cases.
- Ensure they are vigilant during lesson and unstructured times e.g., movement in corridors, at break times, and whilst on duty
- Concerns should be communicated to the student's Head of Year and Form Tutor as soon as they are identified.

### **9.Medication**

Parents are expected to make the school aware of any medication needs. These records are kept with the school nurse.

### **10.Serious Incidents and use of exclusion**

In cases where a student is judged to have made a serious breach of the school rules and expectations the Headteacher and Principal retain the right to consider the student's place in the school (please see section 12 Student Exclusion).

The school would judge the seriousness of the incident as Level 1, 2, 3 or 4.

The school will use the level of the incident to determine the number of days the student will be excluded from school.

In accordance with the law these will always be issued as natural days (inclusive of weekends and holidays) and sit within the limitations set by the law for the number of days a student can be excluded from school in one event. The range available to the school is between 1 and 30 days.





### **Incidents or times when the school may consider the use of exclusion**

This policy cannot seek to cover every conceivable eventuality for why a student would be excluded from school but broadly exclusion would be used when a student poses a risk, either physical or psychologically, to themselves or others through their actions either through a single incident or persistent, repeated or continued breach of school expectations.

Further to this the school will consider exclusion if a student demonstrates persistent, repeated or continued disruption through their conduct towards staff, and therefore inhibiting school staff in the discharge of their duties (this would include physical action or verbal comment about, towards or targeted at staff members). Again, broadly speaking, this would cover behaviours which would not be tolerated in a modern workplace and at worst could be considered abusive or reflective of bullying behaviour.

In addition the school retains the right to take action, including the use of temporary or permanent exclusion, for cases of cyberbullying, in any form, that affect any member of the school community or reputation of the school. Due to the nature of cyber bullying the school will consider action for online behaviour outside of school hours, including weekends and holidays.

We consider all staff; either currently working at the school or former staff to be members of our extended school community.

The school will consider action against any student who participates in actions, including use of social media or online behaviour, which impacts members of our school community or school during or outside of school time, including weekends and holidays.

This would include messages, emojis, links, images, photos, GIFs or language the school considers to be; discriminatory, derogatory, uninvited comments of a personal nature or behaviour or designed to negatively portrait or impact upon a member of our school community. This includes through social media or other online platform. The school would define this as online abuse.

Further to this the school will consider action against a student if they were judged to have incited or facilitated such abuse, this would include ownership of an account from which abuse was posted or sent.

The school would also take any instance whereby a family member(s) were unsupportive of the schools policies and expectations. The school would take very seriously any instances where a family member demonstrated any action; verbal, written or on social media which was deemed to be unsupportive of the above and the school in general.

The school may also consider exclusion if a student demonstrates persistent, repeated or continued disruption to the learning of others. No individual has the right to inhibit or prevent the learning of others in the school. If students cannot or will not respect this right they may be issued with a period of exclusion.



The table below identifies actions, behaviours or actions which the school would consider the use of exclusion for:

Incident, behaviour or action
Damage to school property, vandalism or graffiti
Cheating in an exam or plagiarism of homework/coursework.
A serious (or persistent) breach of School rules.
Persistent disruptive behaviour which has a negative impact on learning (DL1)
Persistent display of attitude or behaviour which is in contrast with the ethos and values of the school
Significant defiance to a member of staff.
Use of discriminatory or abusive language either in school or on social media
Bullying behaviour or repeated action or language to denigrate another person
Smoking, vaping or the consumption of tobacco
Any behaviour outside of school that brings the school into disrepute.
Repeated persistent disruptive behaviour which has a negative impact on learning (DL2)
Setting off the school fire alarm without good reason
Extreme rudeness including swearing to a member of staff
Theft
Extreme rudeness including swearing towards a member of the school community including messages and activity online and cyber bullying
Seeking to intimidate another including use of blackmail, threatening physical violence, actual physical violence and other forms of threatening behaviour including seeking to isolate an individual
Repeated bullying behaviour, including cyber bullying or seeking to intimidate another
Repeated use of discriminatory or abusive language or message either in school or on social media including cyber bullying against any member of our school community
Continued persistent disruptive behaviour which has a negative impact on learning (DL3)
Drug or alcohol consumption or distribution
Any misconduct of a sexual nature, including sexting, upskirting, supply and possession of pornography or indecent images
Inappropriate use of social media and/or technology, including serious cases of bullying and/ or cyber bullying against members of the school community.

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Taking photographs or videos of members of the school community without permission.
Publishing photos or videos of members of the school without their permission.
Physical or psychological aggression towards any member of the school community, including cyber bullying.
Physical assault - causing or intending to cause harm or physically alter someone's body.
Incitement to physical or psychological aggression.

A judgement that a student's position in the school is no longer tenable would only be taken in the event of:

- A last resort after strategies for dealing with disciplinary offences has been employed to no avail, or
- an exceptional 'one off' offence has been committed.

## 11. Confiscation of Inappropriate Items

The school retains the right to conduct a search of students and their belongings and confiscate items which should not have been brought onto the school site if:

- it has reasonable grounds to believe the safety of staff or students could be compromised.
- the item(s) are deemed inappropriate for an individual to have in their possession in a place of work and education.

These items would be classed as prohibited.

Prohibited items would include but not exclusive to:

- Alcohol
- Drugs
- Cigarettes or smoking paraphernalia (including matches and lighters)
- Vapes and vaping materials (including refills)
- A weapon of any kind
- An item which is illegal by Spanish law for a minor to have in their possession
- Fireworks (including petardos, masclets, etc.)
- Pornographic material
- Material which promotes intolerance of others including racist, misogynistic, homophobic and religious intolerance materials.

The Leadership Team or a member of school staff authorised by the Leadership Team will carry out the search only if there is reasonable grounds for suspecting that a pupil is in possession of a prohibited item.



An appropriate search of a student's space and belongings may be made as part of an investigation and, if deemed necessary, the local authorities be called. However, forced personal searches or intimate searches will not take place.

## 12. Student Exclusion

Purpose of the following section:

1. To ensure procedural fairness and natural justice.
2. To assist the individual in recognition of unacceptable behaviour and the need to change
3. To promote cooperation between parents and Globeducate schools when it is necessary for a student to be temporarily excluded or to leave school earlier than expected.

The policy applies to all students at Globeducate schools but does not cover cases when a student must leave because of ill health, non-payment of fees or withdrawal by their parents in circumstances not relating to disciplinary incidents.

References to "Parent" include one or both parents, a legal guardian or carer.

### 1) Exclusions from School

The examples of the circumstances which may lead to serious sanctions, including temporary or permanent exclusion, are stated in section 10 and 11 of this policy. Other circumstances which could also lead to exclusion include breaches of the law, dangerous or reckless behaviour, and a persistent attitude or behaviours which are inconsistent with the school's expectations.

### 2) Procedure for investigation of behaviour that may result in serious sanctions

1. An investigation and any subsequent meetings will be conducted fairly and appropriately, in a way that supports all parties, without formal legal procedures
2. The investigation of an incident, allegation or rumour of serious misconduct will normally be coordinated by a member of the Senior Leadership Team and its outcome will be reported to the Head of School. If the investigation is of a nature that could result in permanent exclusion, parents will be informed as soon as possible.
3. An appropriate search of a student's space and belongings may be made as part of an investigation and, if deemed necessary, the local authorities be called. However, forced personal searches or intimate searches will not take place.
4. Students may be interviewed by a member of the Leadership Team about an incident, allegation, complaint or rumour. In such cases, arrangements will be made for the students to be accompanied by a member of staff, such as a tutor or teacher. If a student who is waiting to be interviewed needs to be in isolation for a short time, he/she will be accompanied or visited regularly by a member of staff and will be made as comfortable as possible.
5. The member of staff conducting the investigation will present their findings to the Head of School for consideration. Before deciding if a 'serious sanction' is appropriate, the following steps will have been taken:
  1. An appropriate investigation will have been conducted
  2. All the relevant evidence will have been considered.
  3. The student will have had an opportunity to be heard



4. Other relevant individuals will have been consulted, as required

### **3) Issuing of sanctions**

If a student is to be excluded for a fixed term, a member of the School Leadership Team will issue a serious sanction. This may be an internal or external exclusion from the school for a defined period. Exclusions are recorded on a student's disciplinary record and in school records. The Head of School may alert an appropriate senior governing body.

The student's parents will be informed about the nature and duration of the exclusion and any discussion of permanent exclusion will first involve a meeting with the Head of School. In making decisions about fixed term exclusions, the Head of School and Leadership Team will consider any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case.

Permanent exclusion would only take place once all other options had been explored and exhausted, including one-to-one interventions. Some circumstances may require immediate exclusion for the safety of others in the school community.

An external exclusion constitutes a clear warning about continued membership of the school and this warning may be regarded as final. Our schools are very reluctant to sanction students with an external fixed term exclusion more than twice in any stage of their school career.

During a temporary or fixed-term internal exclusion, students will typically undertake some reflective work to reflect on and consider their actions. Students may also access homework and details about work missed.

Following any external exclusion, the Head of School will consider the evidence, the nature of the incident and the student's record in the school. If a temporary exclusion is deemed sufficient the student will meet with the Head of School before returning to lessons. Where the Head of School is not available this meeting will be conducted by an appropriate senior leader.

In no circumstances shall the school or its staff be required to divulge to parents or others, any confidential information or the identities of students or others who have given information that has led to serious sanctions.

### **4) Absence from school during disciplinary investigations**

In some instances, the school may require parents to withdraw their child from school pending the investigation of an allegation, complaint or incident. This is a neutral, not disciplinary, measure to allow an unimpeded investigation and may also be taken for the good of the student by separating him or her from school pressures. The Head of School will make any such decision in consultation with senior staff.

### **5) Permanent exclusion / withdrawal of a student from school**

The decision to permanently exclude a student is not taken lightly and the best interests of all members of the school community must be given weight whilst making every effort to act with due regard for the future of the student who has engaged in significant misconduct. A student may be permanently excluded if, after appropriate consultation, the Head of School is of the opinion that:

- the student's conduct (whether on or off school premises, in or out of term time) has been prejudicial to good order or School discipline or to the reputation of the school.
- it is not in the best interests of the student or of the school, that he/she remains at the school. In making decisions about a permanent exclusion, the Head of School



will consider any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case.

Some parents, after due consideration, may choose to voluntarily withdraw their child rather than the school imposing permanent exclusion. However, it must clearly be understood that the Head of School reserves the right to insist on permanent exclusion. In addition, if a parent has treated the school, members of its staff or any member of the school community unreasonably to a point that leaving the school is in the best interests of the student or the school, the Head of School can ask the parents to remove their child from the school. This would also be considered as voluntary withdrawal, not permanent exclusion.

Following the permanent exclusion of a student or following their withdrawal from the School, the Head of School will write to the parents to communicate the following:

1. The student's status as a leaver
2. Arrangements for transfer of any course or project work to the student, parents or another school
3. The conditions under which the student may re-enter school premises in the future.

## **7) Financial aspects**

There will be no refund of school fees following permanent exclusion of a student on disciplinary grounds in cases where payment of any outstanding fees and extras is required. The refund of prepaid fees will be made.

## **8) Directors' review of a permanent exclusion on disciplinary grounds**

Parents aggrieved at the Head of School's decision to exclude their child permanently may make a written application for a directors' review. In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek. A directors' review of the Head of School decision should take place within seven working school days. The nominated director will communicate directly with the parents prior to conducting the review. The director has the authority to uphold the permanent exclusion, rescind the exclusion, convert the exclusion into a further fixed-term exclusion or change the leaving status to 'withdrawn'. Parents will be informed in writing of the outcome. For Cambridge House our nominated director is the school's Principal.

## **13. Reasonable Adjustments to Support students with Additional Needs**

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Cambridge House makes reasonable adjustments in the application of this policy, to ensure that pupils with additional needs are not overly penalised.

Staff must ensure they are aware of any recommendation, information or support available to students identified as having SEND (Special Educational Needs and Disabilities).

Staff should discuss the consideration of a reasonable adjustment with the Whole School SEND lead and appropriate pastoral lead, in most cases the Head of Year. Where appropriate the student and family should also be included in this discussion.

Any adjustments made for individual students with additional needs, must be agreed by the Head teacher.

All concerns should be recorded on the school's Engage system and evidence recorded there too.



## **Primary school and Early Years**

### **14. Class teachers' responsibility and overview of procedures**

It is the responsibility of class teachers to ensure that CH school behaviour expectations are met. The class teachers in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher must be a role model for the children, treat each child fairly, and uphold school behaviour procedures consistently.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on Engage. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues or is of a more serious level, the class teacher seeks help and advice from the Phase Leader and the Whole School Pastoral Leader who will decide on the next steps and ensure parents are informed and asked to attend a meeting to discuss the behaviours being displayed and the most appropriate next steps (see 21). The main aim of any procedures are to help a child to recognise and reflect on their inappropriate behaviour and to understand the trigger/s for the behaviour and what strategies to put in place to encourage appropriate behaviour in school. Teachers are within their right to seek support from the Phase Leader or SENCO at any time when they are dealing with behaviour issues. All meeting notes are recorded on Engage.

### **15. Parents and carers**

Parents are expected to support the school behaviour expectations and actions of the school but can address any queries regarding sanctions via the class teacher, phase leader or Head of Primary.

The school aims to build positive relationships with parents and collaborate with them, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school, including attending meetings when requested by the school.

### **16. Class rules**

Class teachers and children in their class create a class charter at the beginning of the academic year. They are written in a positive way to agree as a group on the expected behaviour the children and adults would like to see in their classroom to ensure everyone feels happy, safe and valued in the class. They are written in line with the CH values. These should be displayed and referred to in the classroom.

### **17. Early Years and Key Stage 1**

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The Infant classes operate a “Happy Face” chart as a system which aims to reward and motivate the children as well as giving them the opportunity to reflect on behaviour which is not appropriate in the classroom. Happy Faces are awarded for good behaviour, effort and hard work. For maximum success it is important that children are very clear about the teachers’ expectations and the classroom rules. These need to be explained at the beginning of the year and discussed regularly. When the students receive 10 Happy Faces they are awarded with a certificate on the same day.

In KS1, all classes use weekly PSHE lessons as a tool for promoting positive behaviour. Activities provide opportunities for children to respond positively to each other in a safe, friendly environment when learning about areas of Personal, Social and Health Education.

In EYFS and KS1 children from each class are also chosen to receive a special Star of The Week certificate for an achievement each week. These certificates are awarded on Fridays and celebrated in the assembly.

Children are given ample warning if they are not following the classroom rules. If they persist in this behaviour, they can be asked to sit apart from the rest of the class in their own classroom to reflect on their behaviour. The teacher should talk to him/her to make the right reflection.

If the undesired behaviour persists, in KS1, time may be taken from choosing time on a Friday. Children are reminded why this was done and are encouraged to sit and reflect on what they did and how they can improve in the future.

## 18. Key Stage 2

Maintaining a positive culture requires constant work and Cambridge House should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning.

The system of classroom discipline in the KS2 classrooms relies on the class teacher allowing approximately 45 minutes at the end of each week for “Golden Time”.

Golden Time is a time when children who have been well behaved and worked hard throughout the week may enjoy a free choice activity. Teachers will discuss with the children in their class and decide together which activities are suitable. For example: -

- Table-top games and puzzles
- Construction such as lego or polydrons
- Drawing, painting or plasticine
- Word-searches / word & number puzzles / bingo



Children may sometimes choose to play with the latest craze in card collections, however, electronic toys are not permitted. Children are expected to conduct all Golden Time activities ***in English***.

## 19. House Points

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce our school culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of our school's behaviour culture.

Examples of rewards may include:

- verbal praise.
- communicating praise to parents via phone call or email.
- certificates, prize ceremonies or special assemblies.
- positions of responsibility.
- whole-class, House or year group rewards.

All KS2 classes have a Class Dojo account set up. Teachers use this system to reward pupil's behaviour and effort in class and around the school.

Together the class teachers decide on which behaviour they would like to reward and how many points they will receive for it. They will also decide what type of behaviour warrants Dojos being taken away.

Every class will have a reward of 2 House points for each of our School Values (Respectful, Ready, Responsible).

All KS2 teachers and learning support staff can give House points to individual pupils who demonstrate our School Values in and around the school.

LKS2 will collect House Points throughout the year, earning certificates for the amount earned, 25, 50, 100, 150 up until 600.

UKS2 will collect points monthly with the two main earners per class receiving a certificate.

## 20. Key Stage 2 Certificates

All the children from Year 3 to Year 6 have the possibility of being awarded a Star of the Week certificate in their weekly assembly. The certificates are awarded for a variety of reasons ranging from great English speaking to hard work in class. In conjunction with this as a positive reinforcement of spoken English the Key Stage 2 teachers will



award Super English Speaker tickets to pupils who show exemplary spoken English or who are shown to be trying hard to always speak in English. These tickets will then be put into a year group jar, and, at the end of each month, the HoP will draw a name from each year group who will receive a special prize for their effort.

In Upper Key Stage 2 (Years 5&6) the pupils with the most dojo points at the end of each month are rewarded with a House Point Winner certificate. Certificates are brought to the KS2 assembly so that the children can be praised and applauded by their peers.

In Lower Key Stage 2 (Years 3&4) the pupils are rewarded as they achieve certain benchmark numbers of House points: 25, 50, 100, increases in blocks of 50 until 600.

## 21. Key Stage 2 responding to misbehaviour

The behaviour policy should include a range of possible sanctions clearly communicated to and understood by pupils, staff, and parents.

We, as a school, feel that reminding the pupils involved of previous good behaviour rather than focussing on the current poor behaviour is a more positive and supportive way of dealing with behaviour management. We encourage the pupils to think about their actions and to reflect upon how their decisions may have affected others around them.

When KS2 pupils are deemed to have misbehaved their behaviour is dealt with in this order:

1. The class teacher or member of staff present will speak with the child regarding their behaviour. If the behaviour is considered to warrant a more senior member of staff getting involved the Phase leaders will speak to the children.
2. If a child repeats a particular misdemeanour, they will be asked to stay in during their playtime to speak with an adult about their actions. This will then be added to Engage as an 'Incident'.
3. If the behaviour continues the class teacher will ask for a meeting with the child's parents. This meeting will be written up on the school management system.
4. If the behaviour still does not improve the child will be placed on Primary Report. The Primary report is a document that is shared with parents and all the child's teachers. Targets are set on a weekly basis and at the end of each week the child's progress is monitored by the Phase Leader or HoP. If a child has not reached their target they may be asked to stay on Primary Report for another week.

## 22. Supporting students following a sanction



Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of our school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person.
- Follow up discussion, a few days after the incident, to check on their feelings and reflections.

If appropriate;

- a phone call or email with parents:
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;

### **23. Positive home/ school communication**

All class teachers are encouraged to send positive notes about a child's exemplary behaviour, effort or achievement, home to the parents or guardians.

Y5 and Y6 teachers can write in the students' diaries.

### **24. Playground expectations**

Posters outlining the "Playground Expectations" of children's behaviour should be clearly displayed in the classrooms. All members of staff should, when they are on playground duty, ensure that these expectations are adhered to by the children.

### **25. Infant playground rules**

- Play nicely with your friends.
- Only enter school with the teacher's permission
- Ask permission to go to the toilet.
- Boys & Girls to use outside toilets

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- Do not go through the dining room at playtimes.
- Do not bring in toys to play with outside.
  
- If your ball goes over the fence, tell a teacher.
- If somebody hurts you, tell a teacher.
- Eat and drink sensibly and put rubbish in the bin.
- Respect the plants, trees and other flora
- Go to your line and walk quietly back to class at the end of play.

## **26. Junior playground rules**

- Follow the instructions of the staff on duty.
- Go to the duty staff for help if you have a problem.
- Follow the timetables for the covered court and green pitch
- Do not use the climbing frames and slides during Infant playtimes.
- Only enter school or go to the toilet with the permission of a member of staff.
- Put any litter in the bin.
- Remember not to eat on the playground
- Use the water fountains sensibly.
- Respect the plants, trees and other flora
- Respect others and the playground equipment provided.

Members of staff on playground duty should ensure that playground equipment is used safely and treated with care. Children should be supervised at all times. Ball games, such as football or basketball, should only be played on the courts and the green pitch at the designated times. Balls that go over the fence can be retrieved by the staff on duty, but pupils are never allowed outside the gate. If any child is not following the “Playground Expectations” and general rules of safety, they will be given a verbal warning by the member of staff on duty. If inappropriate behaviour persists then the child or children should spend some “Time Out”, either sitting down quietly or walking with the teacher. If the inappropriate behaviour is considered serious then the incident should then be reported to his/her class teacher and the class teacher may then decide to inform the parents or refer the child to their phase leader.

## **27. Infant dining room rules**

- Put your hand up if you need anything.
- Sit down quietly at your table to eat.
- Always use a knife and fork to eat with.

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- Don't run in the dining room.
- When you have finished, walk out quietly to the playground.
- Don't take food outside the dining room.
- Be polite to all the kitchen staff.

### **28. Junior dining room rules**

- Wash our hands and walk quietly to the line
- Enter the dining room sensibly and speak quietly.
- Be polite to the kitchen staff.
- Sit sensibly and avoid food falling on the floor.
- Use your cutlery correctly.
- Try and eat all your food.
- Put your hand up if you want more or can't finish.
- When you finish, ensure your area is clean before taking your empty tray to the counter.
- Leave the dining room quietly walking out sensibly to the playground.



## **Secondary school and post 16 students**

### **29. The role of the Pastoral Lead teachers; Secondary Pastoral Lead (years 7 - 11) and Post-16 Lead (years 12 - 13)**

The Secondary Pastoral Lead and Post-16 Lead oversee the management of the Heads of Year. These two roles help manage the strategic direction of the pastoral care at Cambridge House and lead on key areas including; communication with parents, events, trips, student leadership, management of the House system, attendance, rewards, student behaviour and conduct.

Due to the importance of these roles both members of staff sit on the school's Extended Leadership Team.

### **30. The role of the Head of Year (HoY)**

HoYs are responsible for overseeing the students in their key year. They will take responsibility for any serious incidents and will always be informed of the general progress of their groups. Through key stage and year group assemblies HoYs will remind students of our high expectations in regard to student conduct in order to help the smooth running of the school. The HoY and the form tutors work together to inform students of any discipline concerns. When considered necessary the HoY and/or tutor will put a student on report (see coloured report system in "Respect for learning" section). This is a supportive measure to help a student meet our expectations. Any serious incidents are referred on an incident report on the Engage system and dealt with by the HoY. They are also able to refer relevant issues to the DSL.

### **31. The role of the Form Tutor**

The Form tutor is responsible for coordinating all the information available on each student in his/her form. The Form tutor is the first person to be informed of any problems and will then speak to the student/s about the problem.

The tutor will keep an overview of how their tutees are doing in school through our school systems (recorded as part of Respect for Learning policy procedures). The tutor will talk to their students and if persistent problems are identified the tutor may collect feedback from the student's teachers. This feedback would include information on attitude and behaviour to see if there are any recurring patterns. If felt necessary the form tutor, in consultation with the relevant HoY can choose to place the student on a Blue (tutor) report. Parents are able to contact the tutor through the parent portal of Engage (or email) if they have any particular concerns or would like to arrange a meeting.

They are responsible to report the staff about absences or any other relevant information about their tutees through morning registration and our school's internal information sharing systems.

### **32. Secondary rewards**

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In Secondary, pupils are issued with House Points which are recorded as achievements on Engage. Students will receive House Points for showing excellent progress, attainment or attitude with respect to the values of the school; Curiosity, Perseverance, Kindness, Community Spirit and Enthusiasm. These will contribute towards both their own individual totals as well as to their House totals. Parents will be able to access these through the Engage Parent Portal.

We will be sending certificates for students for achieving the following number of House Points.

25 House Points = Bronze

50 House Points = Silver

100 House Points = Gold

150 House Points = Platinum

200 House Points = Diamond.

At the end of each term up to 25 bonus House Points will be awarded to students for demonstrating consistently excellent Attitude to Learning across the term.

### 33. Key Stage 5 (Year 12, 13 and BTEC students) positive reinforcement

In KS5 and BTEC there is a greater element of freedom for the students. If parental permission is received by the school, Year 13 and BTEC students aged 17 and above are allowed to leave school after their last class of the day. However, this privilege can be withdrawn by the school if there are concerns regarding behaviour or truancy.

### 34. Classroom conduct management system: Respect for learning

At Cambridge House we believe that everyone has the right to achieve their potential. In order to do this we believe that our students should be clear about the expectations in the classroom and that a consistent approach is applied to ensuring their ability to learn without distraction. Our policy of 'Respect for Learning' ensures that each student understands the classroom rules and the consequences of breaking those rules. In order to signal to a student that they are breaking classroom rules they are given a *Warning*. A *Warning* is given to a student if he or she is not:

Ready to learn.

Respecting others' right to learn.

On-task.

Using correct language.



Number of warnings	Escalation ladder	Detention	Diary/email	Engage
1	Name in warning area.	None	None	None
2	Name put in next stage.	10 minutes with teacher	No longer putting notes in diary.	Note written on Engage by teacher.
3	Name put in next stage.	20 minutes with Pastoral Team during Rec/Study.	No longer putting notes in diary.	Note written on Engage by teacher.
4 (should be very rare)	Name at top of ladder	50 minutes with Pastoral Team during Rec/Study.	Email or phone-call home.	Note written on Engage by teacher.
No show for detention = Added to Rec/Study detention.	<b>IMPORTANT NOTE: -</b> Warnings should not carry on into future lessons. A fresh start each lesson is important. Warnings cannot be worked off.		<b>After School Detention (16:30-18:00)</b> Truancy from school Repeated punctuality and uniform issues. Damage to school property. Repeated poor behaviour which affects the learning of others.	

Warnings cannot be worked off and are not carried on to the next lesson.

The “Respect for Learning” policy is used throughout secondary and a copy of the table is on display in each classroom. The structure is clear and follows through from teacher to tutor involvement to HoY and if necessary to Pastoral Leaders. The system has further implications in the school and is followed on by a system of coloured reports. These are broken down as follows:

### Blue Report (tutor intervention)

- Make contact with parents to highlight issues, set objectives to be achieved, set meeting time with parents for review of report, two weeks later.
- Student on a BLUE report for ten school days.
- Parents and the tutor sign the report every day and the tutor will give the student a numerical target out of 12 to achieve each day.
- Meet with parents for review to decide outcomes:
  - Success means off report (end of intervention).
  - Failure is a referral to HoY report (YELLOW).
- If the report is not looking successful then the tutor invites the HoY to the review meeting with parents.



### Yellow Report (HoY Intervention)

- HoY clarifies objectives with students.
- Students are placed on an **intervention period** of another 10 school days.
- Parents and HoY sign the report every day and the Pastoral Leader sets a daily numerical target out of 12.
- Student has lost the right to Rec/study and will attend all pastoral detentions in that period (allowing regular review with Pastoral Leader)
- HoY to send email to parents after five days of being on report.
- Meet with parents for review at the end of two weeks to decide outcomes.
- Success is off report (end of intervention).
- Failure is a referral to Whole School Pastoral Leader intervention (RED)

### Red Report (member of the Extended Leadership team)

- The responsible member of staff clarifies objectives with students.
- Students placed on an intervention period of another 10 school days.
- Parents and responsible member of staff sign the report every day and a daily numerical target is set out of 12.
- Students have lost the right to Rec/study in Pastoral detention and will meet with their member of staff daily.
- Meet with parents for review at the end of two weeks.
- If there are continued concerns at the end of the intervention period the member of staff can take one of the following options:
  - an official written contract of expectations will be agreed with parents and the intervention period extended with the possible consequence of a fixed term or permanent exclusion from the school.
  - Immediate fixed term or permanent exclusion from the school after consultation with Globeducate Chief of Education.

### Final warning

A final warning will be issued to a family of a student in a meeting with the Principal if a student's behaviour continues to breach school rules and does not meet the school's expectations.

A final warning will be issued to a student only when all other procedures within the school's policy have been followed. This ensures the school has used an appropriate escalation procedure with reasonable support for the student and family.

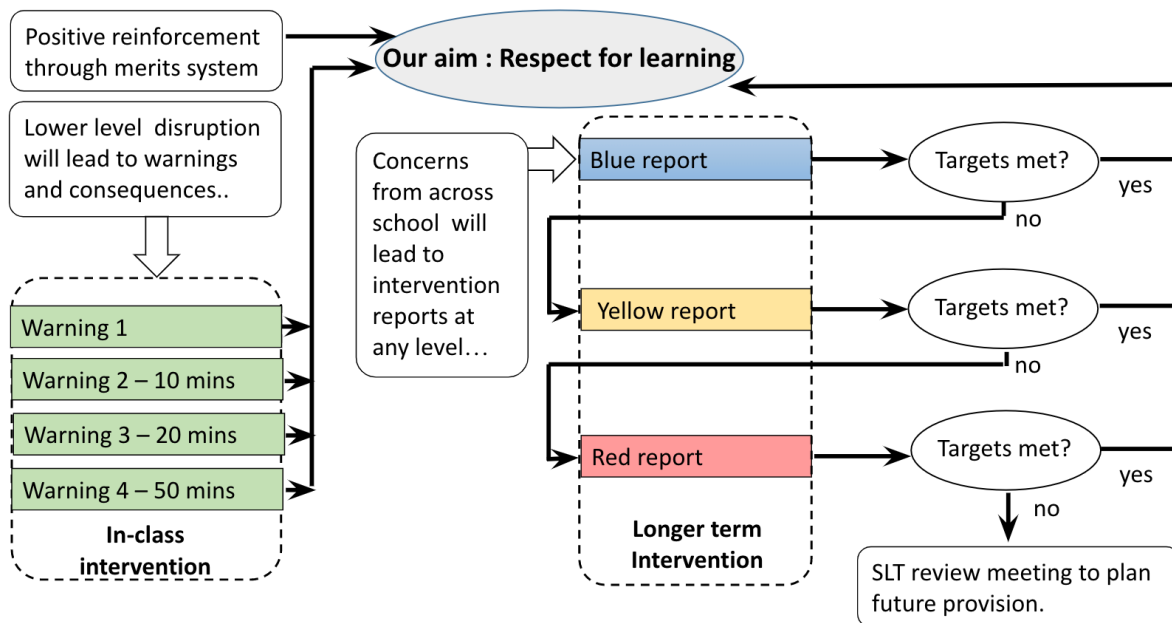
A student issued with a final warning will be monitored closely, not necessarily with a school report, and a judgement will be made by the school at the point it judges appropriate to inform the family that expectations have not been met.





At the point a final warning is issued it will remain in place for the duration of the student's tenure at the school or until such point the school deems it appropriate to step it down. The duration of the final warning will be made clear to the student and family during the meeting with the Principal.

Issuing of a final warning will also typically mean a student will not carry on into the school's Sixth Form provision on completion of Key Stage 4. The school reserves the right to change this decision should it feel appropriate to do so.



### 35. Detentions

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.

When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff.

- Teachers have authority to issue detention to pupils, including same-day detentions.



- A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.
- A detention outside normal school hours will be lawful if it meets the following conditions:
  1. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
  2. The Secondary Head has communicated to pupils and parents that detentions outside school sessions may be used.
  3. The detention is held at any of the following times:
    - a) any school day where the pupil does not have permission to be absent;

For incidents inside the classroom detentions follow the "Respect for Learning" policy and are done with the class teacher for 10 and 20 minutes. The teacher should ensure that a brief conversation is had with the student to ensure that the student has a chance to reflect on the behaviour which led to the multiple warnings and detention.

Those who received four warnings in class or are involved in serious incidents are given a Rec-Study detention which is done under the supervision of the Whole School Pastoral Leaders. For poor behaviour outside of lessons the duty or witnessing teacher should deal with the incident in the first instance but can refer the student to the Rec-Study detention by informing the relevant HoY and writing an incident report on Engage. For more serious incidents a teacher can write an incident report on Engage and refer to the HoY who will ensure the incidents are dealt with through the tutor, and the Pastoral Leaders. For more serious incidents the Whole School Pastoral Leaders will lead.

### 36. Reporting to parents

Parents are informed of the discipline process at each step following the "Respect for Learning" policy. In the case of more serious incidents the parents are telephoned immediately or contacted by email. In the case of internal exclusions, parents are informed of the reasons and consequences by phone, or by email if not available to speak at that time. In the case of exclusions parents always receive a written letter outlining the details of the exclusion, but they will have a previous meeting to discuss the situation. All interviews with parents are recorded on Engage. Parents are able to request a meeting with the tutor, HoY, or Pastoral Leader regarding their child by using the parent portal on Engage.



## Appendix

### Cambridge House Student Council

One Head Student

One Deputy Head Student

Student Council members with responsibility for the following areas from Years 12, 13 and Btec students:

1. Wellbeing - responsible for a focus on student wellbeing
2. Diversity - responsible for a focus on inclusivity and tolerance
3. Expressive Arts (Enrichment) - focus on championing the Arts
4. Sustainability - focus on school's environmental impact and awareness
5. Sport Lead - focus on championing sport
6. Communication (community) - focus on how we represent the accomplishments and views of our students.

1 year group representative (chosen from Class representatives) from Years 7 - 11.

Representatives from Key Stage 2 to attend full school council.

### Roles and Responsibilities

#### The role of the Head Student

The Head student acts as an ambassador and represents students from across the Primary and Secondary school. The aim of the Head Student is that they will have and will lead students to have a strategic impact on developing key aspects of our school community.

#### Core requirements of the post

Requirement	Detail
Leadership	<ul style="list-style-type: none"><li>• Be an ambassador for the school</li><li>• Take a lead on collaboration representing student views to staff</li><li>• Being a positive role model</li><li>• Help to facilitate a safe and secure environment for all pupils</li><li>• Create ways that foster a sense of pride in the school</li><li>• Enable students to have an impact on key developmental areas for the school.</li></ul>
Management	<ul style="list-style-type: none"><li>• Lead the Deputy Head Student in managing the student representatives for the 6 focus areas of the student council.</li></ul>

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	<ul style="list-style-type: none"> <li>• Oversee the organisation of student led events/competitions</li> <li>• Take the lead on representing student voice</li> <li>• Chair the Student Council</li> <li>• Ensure records of Student Council meetings are effectively maintained</li> <li>• Liaise with the school's Senior management Team when appropriate</li> </ul>
Support	<ul style="list-style-type: none"> <li>• Responsible for relaying information to staff, student council and pupil body</li> <li>• Responsible for representing the school at official events</li> </ul>

### The role of the Deputy Head Student

The Deputy Head student acts as an ambassador and supports the Head Student to represent students from across the Primary and Secondary school. The aim of the Deputy Head Student is that they will have and will lead students to have a strategic impact on developing key aspects of our school community.

### Core requirements of the post

Requirement	Detail
Leadership	<ul style="list-style-type: none"> <li>• Be an ambassador for the school</li> <li>• Take a lead on collaboration representing student views to the Head Student</li> <li>• Being a positive role model</li> <li>• Help to facilitate a safe and secure environment for all pupils</li> <li>• Create ways that foster a sense of pride in the school</li> <li>• Enable students to have an impact on key developmental areas for the school.</li> </ul>
Management	<ul style="list-style-type: none"> <li>• Support the Head Student in leading the student representatives for the 6 focus areas of the student council.</li> <li>• Manage the organisation of student led events/competitions</li> <li>• Act as Vice - Chair for the Student Council</li> <li>• Ensure records of Student Council meetings are effectively maintained</li> <li>• Liaise with the school's Senior management Team when appropriate</li> </ul>
Support	<ul style="list-style-type: none"> <li>• Responsible for relaying information to staff, student council and pupil body</li> </ul>

### The role of the Class Representatives

A Student Council Representative should be able to represent their House and the Cambridge House school values in a reliable, fair and responsible manner.

Each Representative should be able to demonstrate active listening skills and be solution-focused, as well as showing basic management and teamwork skills.

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### Core requirements of the post

Requirement	Detail
Leadership	<ul style="list-style-type: none"><li>• Being an ambassador representing your year group whilst working with teachers to represent student views.</li><li>• Positive and trustworthy role model.</li><li>• Public speaking skills and active or support role in assemblies.</li></ul>
Management	<ul style="list-style-type: none"><li>• Ensure the student voice is represented clearly and fairly at each meeting.</li><li>• Capable of setting an agenda, moderating, taking minutes when appropriate</li></ul>
Support	<ul style="list-style-type: none"><li>• Responsible for supporting younger Reps where and when appropriate.</li><li>• Able to listen and support, or find support, for peers.</li></ul>

### **Application process**

Year 12, 13 and Btec

Students are invited to apply by letter for all roles. The application has to be endorsed by a member of staff.

Students will have an interview with Senior Leaders

Year 11 - 7

Students are invited to write a letter of application.

Students will have an interview with their Head of Year.

Year 6 - 3

### **Class Representatives**

Each class has a maximum of 2 representatives per class. Each set of Class Representatives will choose one of them to represent their year group views at the Student Council.

Year	A	B	C	D	Student Council
------	---	---	---	---	-----------------

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					representative
7					
8					
9					
10					
11					

### Student Leadership meeting schedule

Type of meeting	Frequency	Notes
All student leader representatives (7 - 13 & Btec)	Once per term Term 1: Annual launch Term 2: Progress review Term 3: End of Year celebration of impact	To be conducted as a presentation and briefing of aims and achievements. Led by appropriate members of the school council
Class representatives	Once per month (1 week prior to school council meeting)	Class representatives will meet in their year group once per month. They will be represented at the School Council by a School Council representative for their year group.
School council	Once per month	Head Students Deputy Head Student 6 lead students Student Council representatives from each year group

### Meeting agenda

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The school council will use the school's meeting agenda template to ensure all meetings are minuted and actions recorded.

A register will be taken to ensure attendance of representatives and to ensure year groups are represented.

Where the year group Student Council rep cannot attend the Class Reps for that year group should work to ensure there is a stand in to ensure representation for the year group.

Class Reps meet 1 week prior to the Student Council meeting to gather student voice on key areas directed by the Student Council.

Student Council to manage and maintain their own Google Classroom to ensure they communicate with the wider school council effectively.

Student Council to capture key successes and accomplishments of student community and discuss appropriate ways in which to publicise and celebrate.

Student council to work on a key area of focus to inform and support key developmental areas of the school.



School Council meeting agenda

Date & Time:

Location:

Present:

	Agenda Item	Lead	Notes	Action Points	SC member responsible
1					
2					
3					
4					
5					
6					



### House Captains

House Captains support and champion the House system in school. They are student leaders but do not sit on the Student Council. They take an important role in developing the House system and representing student voice in this process.

Each class has up to two House Captains.

Year	Benlliure	Blasco Ibañez	Escalante	Sorolla
7				
8				
9				
10				
11				

### The role of the House Captain

Leading and supporting other members of your House. Demonstrating team spirit and encouraging respect and kindness towards all members of Cambridge House. Supporting in organising and leading House events throughout the year.

### Core requirements of the post

Requirement	Detail
Leadership	<ul style="list-style-type: none"><li>• Be positive role model</li><li>• Taking a lead in assemblies</li></ul>
Management	<ul style="list-style-type: none"><li>• Responsible for encouraging and organising sport's events/ competitions/ House events</li><li>• Student voice/ liaising with the student council</li></ul>
Support	<ul style="list-style-type: none"><li>• Responsible for peers in the tutor group</li><li>• Leading by example</li></ul>

### **Application process**

Students are expected to apply to their Head of Year explaining their suitability for the role.

### **Meeting schedule**

Students will meet periodically to plan and deliver support for House events throughout the school year.

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