



Behaviour Policy

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Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards, sanctions and behaviour changing techniques

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Definitions

At Castle Primary School we have adopted the following definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework through lack of effort and/or application
- Poor attitude – this may take the form of rudeness and disrespect, inappropriate language or lack of effort
- Incorrect uniform
- Any behaviour which brings Castle Primary School's reputation into disrepute

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Violence including verbal aggression and threats to staff and pupils
- Racist, sexist, homophobic or discriminatory behaviour
- Upskirting
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco and cigarette papers, vaping equipment
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

Roles and responsibilities

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 for a behaviour log) on CPOMS

The Senior Leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adopting positive behaviour both in school and out
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

At Castle primary School pupils are expected to be ready to learn, be safe and be respectful by:

- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quietly around the school
- Treating the school buildings and school property with respect
- Wearing the correct uniform at all times
- Accepting sanctions when given
- Refraining from behaving in a way that brings the school into disrepute, including when outside school

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise, including issuing praise stickers and certificates
- Star of the week awards for pupils demonstrating the school value of the week
- Letters or phone calls home to parents
- Special responsibilities/privileges
- House points

At Castle Primary School we use a house points award system to reward children who demonstrate a school value (equality, determination, friendship, courage, excellence and respect). Our houses are called:

- Fort Widley (Red)
- Fort Purbrook (Blue)
- Fort Southwick (Yellow)
- Fort Nelson (Green)

On arrival at school children are allocated a house colour which remains with them during their time with us, we will ensure that families are in the same houses. Children are

awarded a house point token which they can put in the collection box. All house points will be totalled up on a Friday lunchtime with the winning house being shared during Friday's celebration assembly. The winning team will be awarded 4 points, the next team with the most 3 points, the next, 2 points and the team with the least 1 point. At the end of each half term the winning house for that term is given a reward which will usually be non-school uniform on the last day and an extra break.

House colours are also used for in house sporting events such as Sports Day. Each house has a Captain and Deputy from year 6 who are chosen by their peers via an election process.

To ensure that we are developing learning behaviours all staff are expected to ensure quality first teaching in their classroom. This includes; raising pupils' self-esteem, offering a well-balanced curriculum and establishing a good climate for learning and behaviour. This can be achieved in many ways including, fostering positive relationships with children, plan for successful learning experiences (including making adaptations where appropriate), aim for quality teaching, which encourages breadth, depth and balance in the pupil's experience of the wider curriculum.

Misbehaviour

At Castle Primary School, we recognise that all behaviour is a form of communication, and that pupils rarely need sanctions imposed as the vast majority of pupils are well behaved all the time. We believe that positive reinforcement and praising good behaviour should be used whenever possible. However, on the rare occasions, when children do not follow the rules, all staff members (including support staff and lunchtime staff) will speak to the child. We adopt a restorative approach to the management of behaviour. Restorative practice is a set of principles and processes that encourage children to take responsibility for their actions by thinking through the causes and consequences of their behaviour. This may well take the form of a restorative conversation (Appendix 3). Through developing a school ethos based on needs and values, we endeavour to create an environment where children involved in conflict can reflect, repair and avoid repetition of the same behaviours. This allows children to understand responsibility and develop empathy for others' feelings. In many cases, restorative practices lead to long-term and lasting improvements in behaviour and an improved culture of learning.

We follow a tiered system to help children to understand the potential consequences of their actions. It is our aim to make it clear to the child who misbehaves, which part of the behaviour is unacceptable and refer back to our expectations. Children need to be certain we will follow up all behaviours. It is important that behaviour management teaches the child the relationship between their behaviour and consequences. After a sanction has been applied, children will be given a fresh start.

We recognise at Castle Primary School we have a high number of children who have SEMH (Social, Emotional and Mental health) needs. Our school culture focusses on supporting all children to be able to successfully access education. It is only through understanding and being able to regulate their own behaviour that the children will be able to do this. We aim to equip all children with the vocabulary and skills to identify their emotions and to self-regulate as needed. We use the ZONES of regulation, alongside other SEMH interventions to support this.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered

bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND or is experiencing significant challenges at home. We teach our children to recognise that we are all different and therefore some children will need personalised support, provision and behaviour plan.

Every day will be a fresh start to allow the children to be successful. The only exception to this will be when an incident has happened at the end of the day and staff have not had the opportunity to follow this up. This situation will be avoided as much as possible.

De-escalation

De-escalation and 30 second intervention techniques will be used to help prevent further behaviour issues arising and recurring. A verbal reminder, with a clear outline of the behaviour we would like to see. This will be done 1:1 and not publicly in front of the other children. A 30 second intervention script includes the following starters:

‘I’ve noticed that...’ (stating the behaviour that has been observed)

‘Do you remember ...’ (stating a recent time when the child has made good behaviour choices)

‘If you choose to continue to make the wrong choices, you will be asked to work elsewhere’

In most cases these interventions will stop the child displaying the unwanted behaviour. However, where this does not happen the following will be applied;

Stage 1

Low level disruption. Occasionally, we may find that we are speaking to a child about a small yet often reoccurring behaviour issue.

Examples of this might be:

Swinging on chairs, not respecting quiet time (such as not respecting quiet times when walking through the school or in assembly), being inside without permission, answering back, showing a lack of respect to supply/cover teachers, not finishing work, disrupting others during learning time.

If a pupil is demonstrating the above then the following sanction will apply:

The child will be given a clear explanation as to why their behaviour is not acceptable with reference to the class charter or school rules. A 30 second intervention will happen in private and may include the following;

‘I’ve noticed...’ (stating the behaviour observed)

‘Do you remember...’ (reference to a recent time when the child had made good behaviour choices)

‘If you choose to continue to make the wrong choices, you will be asked to work elsewhere.

Clear direction will be shared with the child about how the behaviour needs to be improved. Children may be asked to miss part or whole of a break time.

A child may be asked to leave the classroom to enable time to calm down, reflect on their behaviour and can re-enter the lesson once they are calm and can continue with their learning.

Any member of staff may give this sanction. Parents may not be called unless stage 1 sanctions become more frequent and then parents will be contacted to discuss the issues and find a way forward.

In instances where the school environment has been disrespected the child will be asked to make good (where appropriate).

A restorative conversation will happen at playtimes or lunchtime with the class teacher

Adults will look for opportunities to catch the child making the right choices.

Stage 2

Behaviour is becoming more serious or on-going.

Refusing to work, stealing, constant low-level disruption, fighting (but with no injury), repeated rudeness to any member of staff, damage/ lack of respect for the school environment or school property (for example, snapping pencils, taking something belonging to someone else), persistent friendship issues and not responding to advice, unkind behaviour. Rough play at lunchtime. For example, deliberately pushing someone over.

If any of the above applies then the Class teacher will complete an ABCC log on CPOMS and issue the sanction below:

Child will miss part of a lunchtime or playtime and spend the time with their class teacher where a restorative conversation will take place which will then be uploaded onto CPOMS. This may be for up to 30 minutes. Removal from class for a given period of time with work to complete. The behaviour may result in the loss of a given responsibility for a period of time. In instances where the school environment has been disrespected the child will be asked to make good (where appropriate)

Adults will look for opportunities to catch the child making the right choices.

Parents will be contacted and informed. Incomplete work may be sent home to complete.

Stage 3

This is a serious sanction and may be used when a child is demonstrating any of the following:

Repeated breaches of the school rules, physical assault to any member of the community including biting, sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation, vandalism, theft, fighting (which causes an injury), sexist, homophobic or discriminatory behaviour, upskirting and possession of any prohibited items. Bullying (including use of social media), injuring another person including staff, whole school disruption (such as setting off the fire alarm), leaving school site without permission, damage to school property, intimidating pupils or staff, inappropriate behaviour, lashing out without any provocation, intentionally spitting and biting. Behaviour linked to a child protection issue (examples of this could include "sexting") – we will not tolerate inappropriate or derogatory comments as "banter" or "part of growing up". Racist comments will be sent to HCC.

In these instances, the following sanctions will apply:

Children will miss the whole of lunchtime (which may include for a period of time) and will be supervised by a member of SLT where a recorded restorative conversation will take place. Internal exclusion. Parents will be contacted and informed of the behaviour.

Stage 4

Additional support and reflection time

Occasionally it may be necessary for children to be given additional support over a longer period of time to help them manage their behaviour. For example, when school has concerns that additional support is needed to ensure the safety and wellbeing of staff and pupils (for example, on-going bullying, school response to an injury or time needed for the child to reflect on their behaviour). The child may also be supported through working away from others during lesson time.

The sanction will be individual and personal to the child and their needs.

For example, the child may be kept off the playground for a specified length of time. They may also be required to have daily contact with a member of the SLT with their behaviour being monitored through a report card or behaviour contract. They may also be asked to work away from others if staff are concerned about the safety of the child or others.

Parents will always be informed and the behaviour forms will be completed and shared with SLT. Outside agencies may also be involved with the child and other referrals may be made at this stage.

Please note: With all of the sanctions listed above, children will always be given time to eat their lunch and have a comfort break.

Whilst stages 1-4 may be used as incremental steps in supporting behaviour choices, there are some behaviours that might require a higher stage as an immediate response.

Fixed term suspension or permanent exclusion

This is used as a last resort in response to serious misbehaviour and is applied at the discretion of the Headteacher. See Exclusions Policy.

Promoting Positive behaviour at Lunchtimes and playtimes

At Castle Primary School we endeavour to have positive lunchtimes and playtimes. This is done by ensuring the children have a range of structured activities that they can partake in during this time. Toys and games are available to the children as well as a variety of play leaders to help lead the play. We expect all children to demonstrate our school rules of being safe, ready and respectful whilst out on the playground. Any behaviour that is deemed not to show our school rules will be dealt with in the following way by the person who has observed or been told about the behaviour:

Stage 1

Behaviours not demonstrating our school rules may include: inappropriate language (not aimed at others), not listening, not keeping hands and feet to self, beginning to challenge authority, treating the playground without respect, low-level squabbling, not displaying the Castle Primary school values.

In these instances, the following sanctions will be applied:

Emotion coaching (privately), zones of regulation discussion, restorative conversation once the child has calmed and is ready to listen.

Stage 2

Behaviours which continue from stage 1 despite being given a reminder as well as, fighting (but with no injury), repeated rudeness to any member of staff, damage/ lack of respect for the school environment or school property, persistent friendship issues and not responding to advice, unkind behaviour. Rough play at lunchtime. For example, deliberately pushing someone over.

In these instances, the following sanctions will be applied:

Emotion coaching (privately), zones of regulation discussion, time out for 5 minutes standing by an adult or moved to another space to eat their lunch. ABCC to be completed and recorded on CPOMS Class teacher will be informed of this behaviour following lunchtime.

Stage 3

Behaviours which continue despite stage 1 and 2 intervention, inappropriate language aimed at others, challenging authority, serious and deliberate quarrels with other children, rudeness to adults, deliberately hurting others. Physical assault to any member of the community including biting, sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation, vandalism, fighting (which causes an injury), injuring another person including staff, whole school disruption (such as setting off the fire alarm), leaving school site without permission, damage to school property, intimidating pupils or staff, inappropriate behaviour, lashing out without any provocation, intentionally spitting and biting.

In these instances, the following sanctions will be applied:

Emotion coaching (privately), zones of regulation discussion, Incident recorded as an ABCC on CPOMS. Child may miss part of a lunchtime and spend the time with a Team Leader where a restorative conversation will take place which will then be uploaded onto CPOMS. This may be for up to 30 minutes. During this time a restorative conversation will take place and recorded on CPOMS. The child will then also not be allowed on the playground at lunchtime the following day.

Whilst stages 1-3 may be used as incremental steps in supporting better behaviour choices, some behaviours might require a higher stage as an immediate response. Please note: with all of the sanctions listed above, children will always be given time to eat their lunch and have a comfort break.

Tracking behaviour

Behaviour logs on CPOMS are tracked across the week and term by members of the senior leadership team and children who have multiple entries will be picked up for discussion. Adults within classroom will be involved in discussions wherever possible. It may also be necessary to discuss ongoing multiple behaviour incidents with parents.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the 'Ready, respectful, safe' poster (Appendix 4)

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Modelling, highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Physical restraint

In some circumstances and if deemed necessary and appropriate, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded using the physical intervention form and reported to parents

See also Restrictive Physical Intervention Policy.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Our role in school and the purpose of this policy is to educate and enable all pupils to function safely in society including respecting their environment and the people within it.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met, this may result in a behaviour risk assessment being written or reviewed.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour as part of their induction process.

The school access Team Teach training from the Local Authority to ensure that situations can be deescalated swiftly and efficiently where possible.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing Body every three years. At each review, the policy will be approved by the headteacher.

Links with other policies and documents

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Exclusion policy
- Restrictive Physical Intervention Policy
- SEND policy
- Pupil mental health policy

Appendix 1: Written statement of behaviour principles

- Every member of Castle Primary School understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every three years.

Appendix 2: Behaviour log

When recording misbehaviour on CPOMS, the following format should be used:

Antecedent - What was happening before behaviour occurred? E.g. Lining up for lunch time, tidy up time

Behaviour - Describe the behaviour/s you see

Consequence - What happened next? What was the pay-off for the child? E.g. peers retaliated, got the toy he wanted, children moved out of his way, got to the front of the line, missed phonics etc. What the consequence of their behaviour will be.

Communicative function - what do you believe the child is communicating with the behaviour? Was it task avoidance, control seeking, revenge-seeking, expressing uncomfortable feelings.

Appendix 3: Restorative Meeting Record

Restorative meeting Record

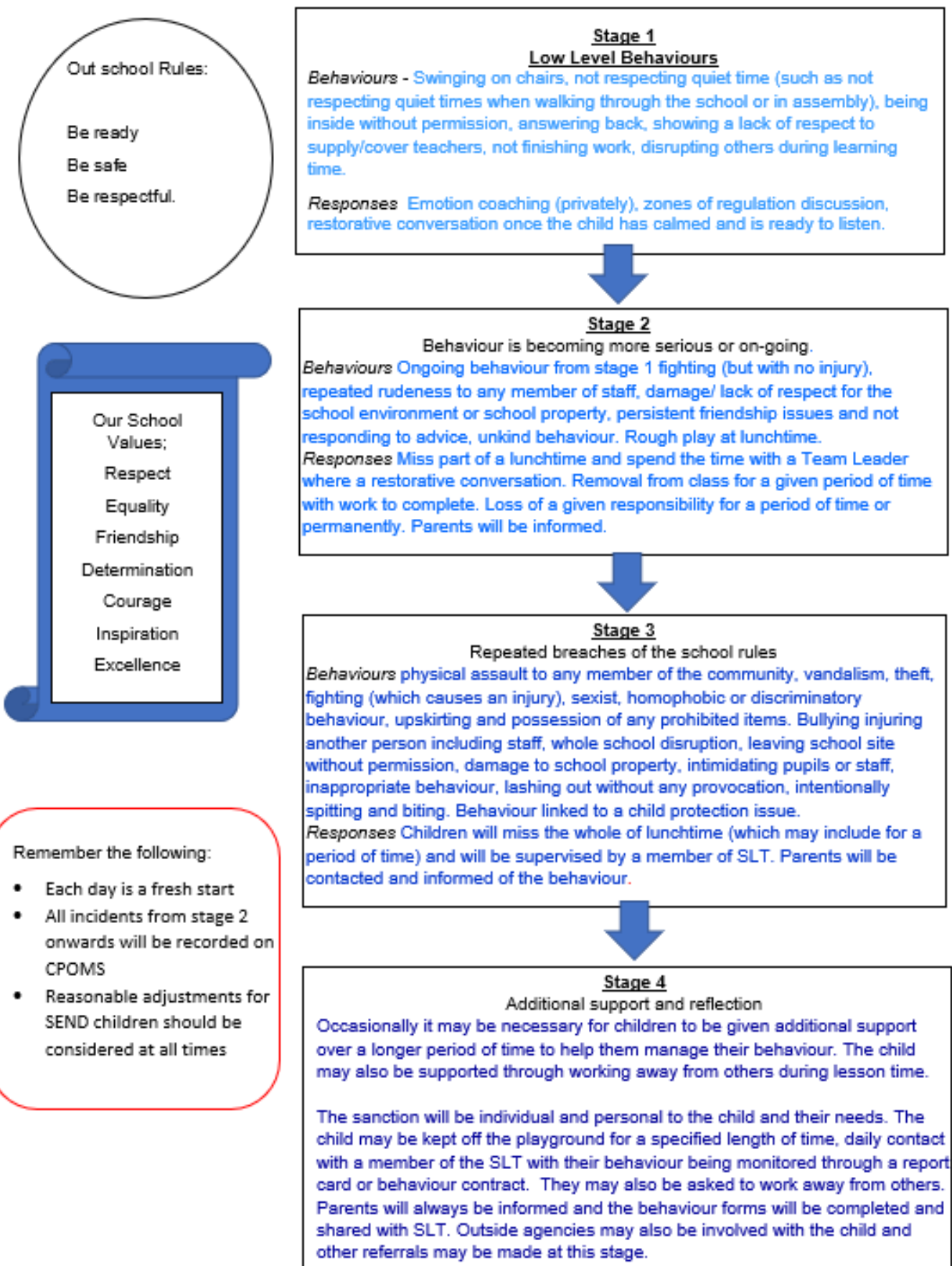


Date	
Child	
Class and year	
Meeting Led by	
Other people present	
Reason for meeting:	Ready ☐ Respectful ☐ Safe ☐

1. What happened:
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?
Any follow up actions/monitoring required (please give details)

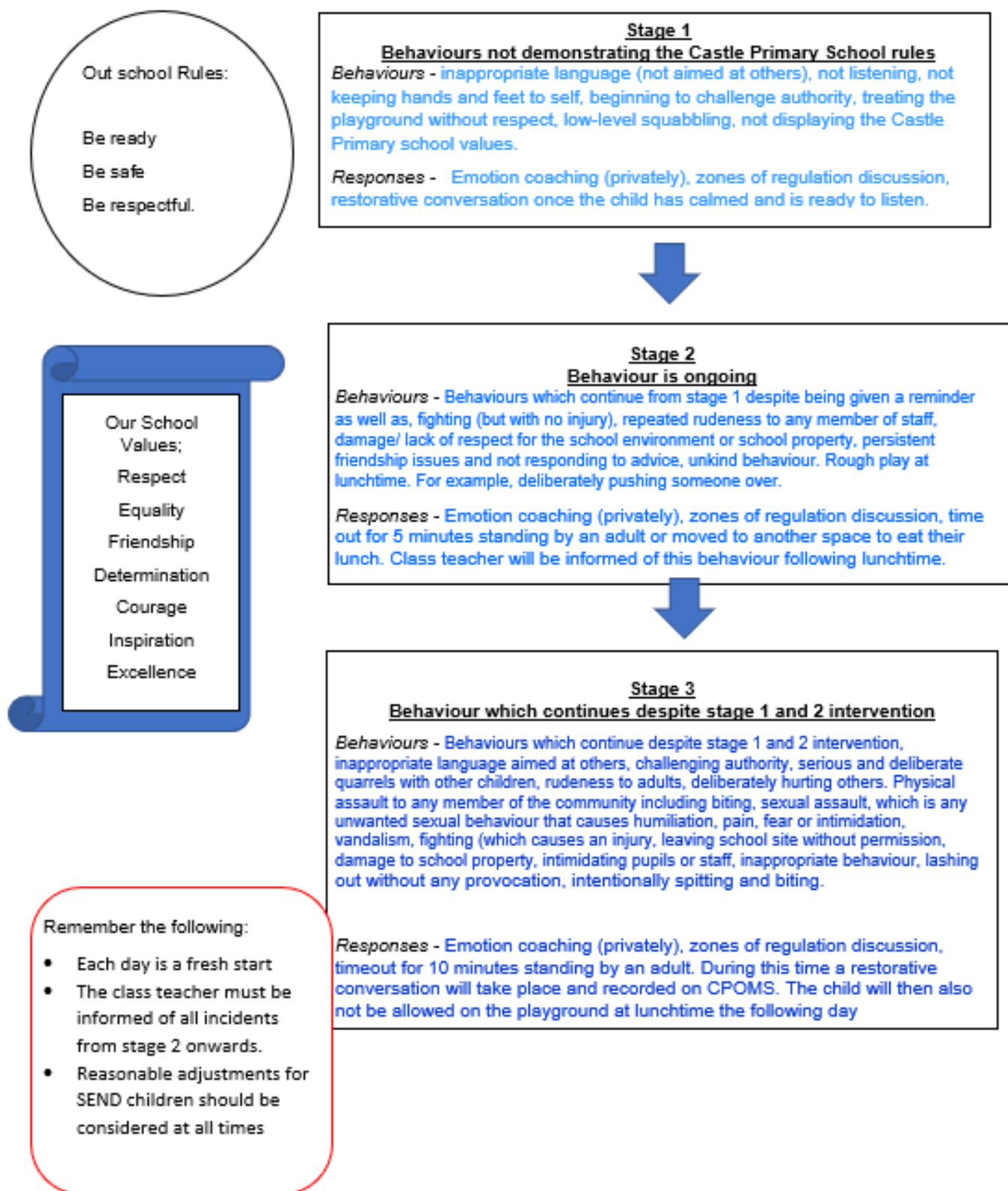
Appendix 4: Behaviour Flowchart

Whilst stages 1-4 may be used as an incremental steps in supporting better behaviour choices, there are some behaviours that might require a higher stage as an immediate response.

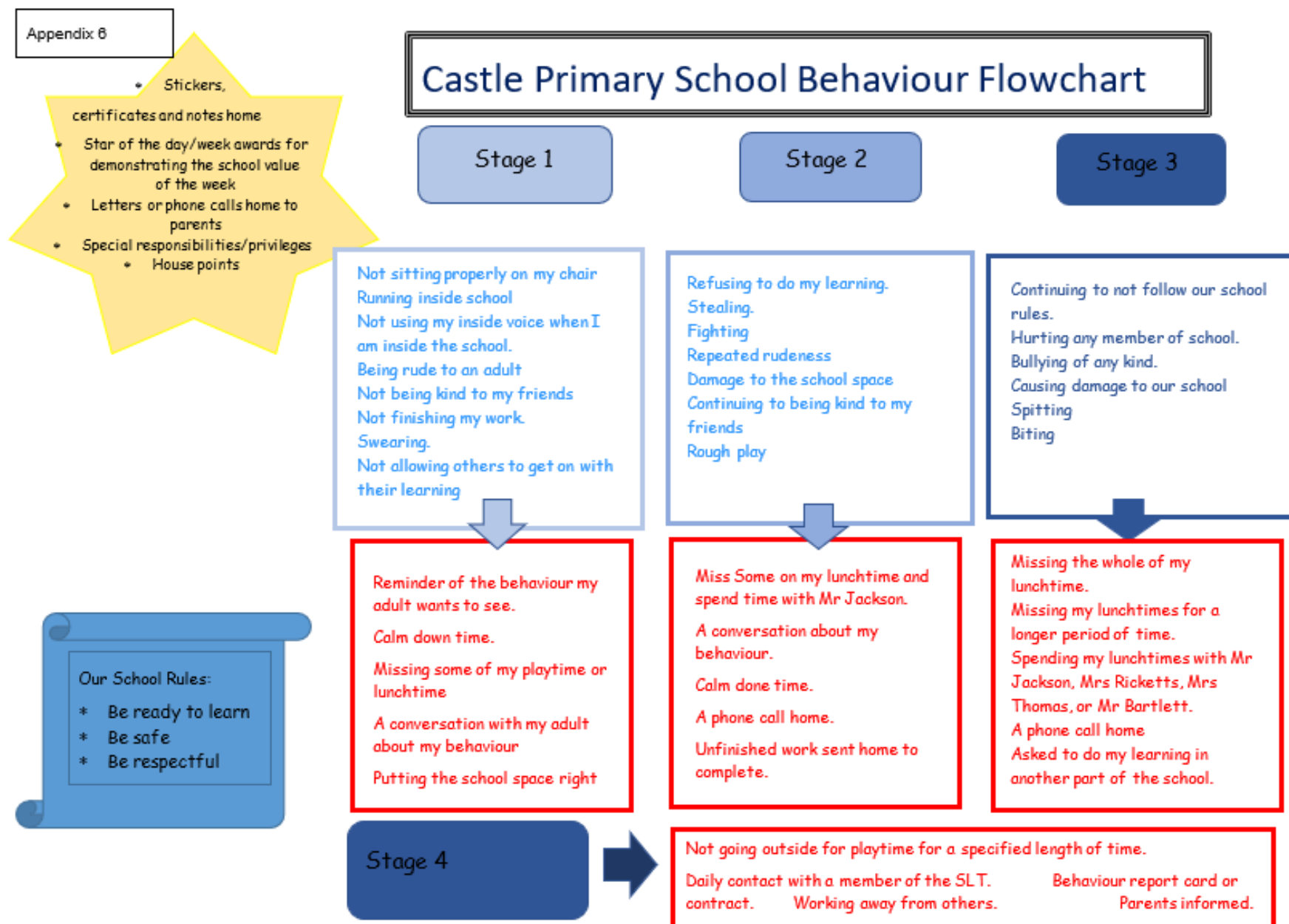


Appendix 5: Break and Lunchtime Behaviour Flow Chart

Whilst stages 1-4 may be used as an incremental steps in supporting better behaviour choices, there are some behaviours that might require a higher stage as an immediate response.



Appendix 6



Appendix 7

