

Castor Church of England Primary School



Behaviour Policy

'Let your Light Shine'

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1.0 Purpose – Aims and Objectives

At Castor Church of England Primary School it is our aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way and recognises our school's legal duties under the Equality act 2010.

At our school we are committed to safeguarding our pupils. We believe that all pupils should feel safe, confident and keen to succeed in a learning environment that is free from behavioural distractions and disturbances – a learning environment that promotes, supports and celebrates an I CAN ethos in which all pupils can strive towards their aspirations.

The school has a number of expectations of good behaviour, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work and learn together in an effective and considerate way, showing kindness, honesty and compassion to all. Through good manners, respect, the ability to communicate frustrations through Restorative Practice in a supportive and positive way, we all strive to create a united and positive community.

We expect every member of the school community to behave in a respectful and considerate way towards others, both inside and outside the school premises. Striving to be the best version of themselves socially, emotionally and in consideration for all those around them. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

The school rewards and celebrates good behaviour, as it believes that this will develop an ethos of kindness, respect and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy should be read in conjunction with the following documents:

- Accessibility Plan –It provides a framework for the creation of a happy, secure and orderly environment in which children can learn to their potential and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly. Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable. Teachers can also discipline pupils for misbehaviour outside school. This could include any misbehaviour when the child is in some way identifiable as a pupil at the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

2.0 Leadership and Management -Strong Strategic School Leadership

2.1 The role of the governors

The governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines. The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

2.2 The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school on a day to day basis, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher sets the standards of behaviour and supporting staff in their implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour which might contribute to suspension / permanent exclusion. The Head Teacher (or the Senior Leader acting in place), has the responsibility for giving Suspension to individual

children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Chair of Governors is notified and kept informed when these actions are taken.

3.0 Implementation of Policy

All staff at our school have collective responsibility for the upholding of the school Behaviour Policy in all areas of school life. It is the responsibility of class teachers to ensure that the class charters are set out and agreed at the beginning of the year and that they are adhered to by the children. The children then develop and implement a deep understanding of their responsibilities that go hand in hand with their rights and that their classes behave in a responsible manner during lesson time. All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children learn to the best of their ability. All staff refer to the Key Stage specific behaviour steps (see appendix 1 and 2) All staff treat each child fairly and refers to the classroom charter consistently. ALL Staff treat all children with respect and understanding. If a child misbehaves repeatedly during the school day, incidents are recorded on CPOMS. In the first instance, the class teacher deals with incidents him/herself following the steps of our behaviour system. However, if misbehaviour continues, the class teacher seeks help and advice from the Assistant Head who in turn may refer the matter to the Head Teacher.

The class teacher reports to parents and carers about the progress of each child in their class, both formally and informally throughout the school year. The class teacher or member of the Leadership Team can also contact a parent if there are concerns about the behaviour or welfare of a child. Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Details of procedures can be found in our Anti Bullying Policy/Procedures.

4.0 Principles

Good behaviour is an essential condition for effective teaching and learning to take place. At our school, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, respectful, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept early learning challenges and develop selfdiscipline. It is the responsibility of parents to share with the school in helping their children to behave well.

5.0 Purpose of the policy.

We want everyone who enters our school to feel respected and valued during the time they spend here.

- To establish a clear and consistent set of high expectations that everyone knows and understands as acceptable or unacceptable behaviour.
- To provide a safe and healthy environment.

- To strive to achieve our school expectations and make sure that everyone, particularly the young children in our care, fully understands the reasons why these expectations and 'rules' exist
- So that parents are encouraged to share in the responsibility of the school as a positive and responsible community
- To ensure that equal opportunities issues are considered in all aspects of policy procedure.

6.0 What we expect of adults and children.

We want our school to be a place where we:

- Value and respect each other
- Care for others
- Are honest and can be trusted
- Are polite and considerate.
- School will then be a place where we can:
- Learn to work together
- Enjoy achievements
- Find new friends
- Feel safe and share ideas and problems.

7.0 Our aims for good behaviour

- To work consistently and fairly in the positive management of behaviour
- To help our children develop into caring, thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others
- To encourage staff, children and parents to value good behaviour
- To develop our children's self-discipline
- To help our children to feel good about themselves and others
- To create a positive and stimulating learning environment, having high expectations of children's learning
- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.
- To enable all members of our school community to become the best version of themselves, at all times and in all places.

8.0 We support positive behaviour and a positive environment through:

- a consistent approach by the whole school community
- constructive whole school planning for PSHE/RSE
- appreciating and following agreed codes of behaviour, developed as class charters
- encouraging our children to see themselves as a member of the school team and recognise their responsibility within this developing the skills of co-operation and discussion encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment
- having a positive and consistent approach to playtimes and lunchtimes creating a stimulating classroom environment
- providing clear and positive learning experiences fairly and consistently offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child

ensuring that curriculum issues concerning organization, methods of teaching and learning, content, differentiation are addressed.

9.0 As adults we have a vital part to play as role models.

We do this through:

- demonstrating good manners
- practising good behaviour to each other as well as to the children
- teaching appropriate behaviour and giving feedback when pupils are behaving well showing respect for every child as an individual
- making every child feel valued
- not accepting bullying, anti-social behaviour in school, on any level, at any time
- being aware of vulnerable children
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- criticising the behaviour not the child
- avoiding labelling
- listening with empathy and tact
- handling confidential information with sensitivity
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective an awareness of our appearance and demeanour and the messages it gives.

We have school wide general expectations that all children will

- do their best in all areas of school life
- think before they act
- take responsibility for their own actions
- treat others as they would like to be treated themselves
- consider the feelings of other people
- know that their voice will be listened to and 'heard'.

10.0 Pupil Support Systems

10.1 Emotional Well-being Inclusion Support

Sometimes, despite school led interventions, some children require additional support to modify their behaviour. The SENCO will ensure that referrals are made to the appropriate outside agencies to ensure advice and support mechanisms are identified and put into place for the child in school and if necessary within the family setting.

These will involve for example

- classroom observations,
- meetings with parents/carers,
- taking views of the child,
- discussion of strategies with the Class teacher/ Leaders and monitoring the progress of the intervention.
- A Restorative Practice approach where pupils are supported and guided in discussing the behaviour and its impact with their peers
- Transition support for all pupils is given through our behaviour policy and is the responsibility of all adults in school, those with further needs are supported by Nurture

Provision on a one to one or small group basis, meeting the needs of pupils returning to school or moving onto the next phase of their school journey. E.g pre-school to primary and primary to secondary.

A small number of children may require substantial additional support. A small minority of children continue to present challenging behaviour, despite the support identified. A Pastoral Care Support Programme/Behaviour Plan with identified targets for improvement is put in place when a child is in danger of suspension or permanent exclusion. If a child continues to present difficulties then the need for alternative provision is considered.

10.2. The Hive

- Our Hive Lead works with individual and small groups of children to ensure there are no emotional or social barriers to good behaviour. Through intervention activities on a one to one or within a small group, children can be supported with their social interactions with their peers, their self-esteem, positive attitude and resilience to any emotional, social or academic challenges they may face.

11.0 The Role of Parents and Carers

The school collaborates actively with parents and carers, so that children receive consistent messages about behaviour. We work with parents as partners in the education process and expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher, followed by the Assistant Head and then the Head Teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. A copy of our policy can be found on the school website.

12.0 Suspension and Permanent Exclusion

Any child returning to school following a suspension, is involved, along with parents, in a reintegration meeting. At this meeting a Behaviour Support Agreement is drawn up and signed, a Pastoral Support Plan discussed and a review date set. The Head Teacher or a member of the SLT along with the class teacher (and SENCO if appropriate), would attend this meeting

13.0 Health and Safety/Physical Restraint

We believe that everyone is entitled to feel safe. To ensure the safety and well being of pupils, staff and visitors, in extreme circumstances, it may be necessary to physically intervene if a pupil is likely to hurt themselves or others and the pupils have not responded to verbal requests to modify their behaviour. This is only in line with Team-teach training for staff. Parents and carers will always be informed if their child has been physically restrained. All persons involved will be given the opportunity to discuss how the incident arose and how to avoid repetition.

Banned Items: Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted, so their agreement is informed and age appropriate.

- Knives and weapons
- Alcohol

- Illegal drugs
- Stolen items
- Any item that the member of staff reasonably suspects has been, or is likely to be used -to commit an offence or to cause personal injury, or damage property
- Cigarettes
- Fireworks
- Pornographic images

14.0 Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis and also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour.

The class teacher records minor classroom incidents on CPOMS. SLT record those behaviour incidents where parent have been notified. A member of the SLT will also record incidents in which a child is sent to the Head Teacher on account of bad behaviour.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; and ensure that no child is treated unfairly because of race or ethnic background.

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15.0 Dealing with misbehaviour, staff induction, development and support

All staff revisit the behaviour policy as part of a team at the beginning of each academic year. With 'pit stops' throughout the year – at the beginning of each term. New staff are guided through the school behaviour policy. Team training is delivered to key staff on a regular cycle, key principles are disseminated to all staff. Nurture Leads take part in regular training to support positive behaviour and social skills for all specific children if this is a block to their behaviour and interaction. Specific needs and support for those children with autism – training is delivered annually through our local Autism Outreach Team, organised by our SENDcO.

EYFS and KS1 Rainbow Chart – Brief explanation (see appendix 1) KS2

Smiley Face Chart (see appendix 2)

16.0 Rewards for expected behaviour

Whole School:

Verbal Praise

Stickers

Certificates

House Points

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 3 The best interests of the child must be as top priority in all actions concerning children.

Article 19 Children must be protected from all forms of violence, abuse, neglect and mistreatment. Article 28 Every child has the right to an education.

17.0 Anti Bullying Protocols at Castor Church of England Primary School

'Bullying in any form is totally unacceptable'

The purpose of our anti-bullying policy is to ensure that all of our pupils learn in a supportive, caring and safe environment, feeling confident and happy in all aspects of school life.

Bullying is a form of anti-social behaviour that affects everyone; it is unacceptable and we have zero tolerance on all forms of bullying at Castor Church of England Primary School.

Bullying is identified as **deliberately** hurtful behaviour, **repeated** over a period of time.

The main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks, related to gender, use of homophobic language, appearance and disability)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber (through use of social networking sites and text messaging)
- Sexist, sexual and transphobic bullying
- Child -on-child abuse - any incidents are reported immediately to the DSL or deputy DSL. Training and resources from Brook Traffic Light system are referenced and behaviour policy followed in line with KCSiE part 5.

If pupils are being bullied, they may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in learning behaviour, lacking concentration or unnecessary absences from school. We actively encourage all children to communicate their worries and fears within our open and nurturing school ethos.

All members of staff are alert to signs of potential bullying and act promptly and firmly against it in accordance with our behavioural policy. Friday morning briefings are used as a whole staff forum for sharing potential issues that need close monitoring in all areas of school life, including in the classroom, playgrounds and dining hall.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and with those peers who they have no 'connect with'. The children are supported and learn how to deal with these situations and develop social skills to repair relationships.

17.1 Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001, The Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004.

17.2 Roles and Responsibilities:

The school staff will build and maintain a school Christian ethos that is welcoming, supportive and inclusive of all pupils, parents/carers and staff.

The school staff will promote the well-being and ensure the safeguarding of all pupils in school.

The school staff will behave with respect and fairness to all pupils, carrying out to the letter and spirit of the anti-bullying and equalities policies.

The school staff will provide a consistent response to incidences of bullying and hurtful behaviour whatever its nature or motivation.

As a UNICEF Rights respecting school, our children have a good understanding of their Rights and Responsibilities, which includes the right to be safe, the right to be heard and the right to be protected from any harm.

17.3 Prevention of bullying

At the start of the school year, and following new terms, the impact of negative behaviour, including bullying is discussed as part of our high expectations and Christian values, with all pupils linked to circle time, PSHE and Collective Worship opportunities.

It will be made clear to all pupils that any form of bullying or potentially bullying type behaviour will not be tolerated.

We have a nurture room and trained members of staff to support the emotional well being of all our children. To support any children who have concerns, to lead circle of friends groups and other social groups when needed. Staff are skilled to use the 'Restorative Practice' methods of reconciliation when disputes arise between children. (Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through and taking part in a supported conversation of the causes and consequences. www.anti-bullyingalliance.org.uk for more information)

17.4 Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the member of staff who has been approached will deal with the incident initially.
- A clear account of the incident will be given to the Head teacher.
- The Head teacher present in school will interview all concerned and will record the incident and outcomes on the school electronic system (CPOMS).
- Class teachers will be kept informed and will communicate necessary information to parents
- Parents and Carers will be contacted if children do not adhere to the stages of our school behaviour policy and the negative behaviour continues
- Sanctions will be used as appropriate and in consultation with all parties concerned and in line with the school's behaviour policy.

17.5 Pupils:

If pupils have been bullied, they will be supported by offering immediate opportunity to discuss the experience with an appropriate member of staff who will:

- Reassure the pupil

- Offer continuing support
- Put in place measures to restore self-esteem and confidence
- Be supported through the process of 'restorative practice'
- In extreme cases they may be offered external services (e.g. Healthy Minds)

Pupils who may have bullied will be helped by:

- Discussing what happened
- Using nurture facilities and support to communicate their reasoning
- Establish the cause
- Recognise that certain behaviours are inappropriate
- Work with parents/carers to encourage more appropriate responses

The following steps may be taken:

- Warnings
- Exclusion from playground at playtimes and/or lunch times
- Suspension following LA guidelines
- Permanent exclusion following LA guidelines

We ask our parents/carers to:

- Model appropriate behaviour at all times within the school grounds
- Report to the school any concerns regarding pupils involved in bullying
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination.

The anti bullying protocols form part of our Behaviour policy.

Appendix 1 - EYFS AND KS1 Rainbow System

All children start on the sunshine at the beginning of each and every day.

If a child goes up the chart it means...

The rainbow = 1 sticker (received at the end of the day)

The shooting star = Shooting star ticket

If a child needs reminding of the high expectations during the day, a verbal warning is given.

If a child goes down the chart to...The white cloud = misses 5 minutes of a play time.

The dark cloud = misses a playtime

The rain cloud = go to another teacher and Mrs Phillips is informed

Appendix 2 - Behavioural Key for KS2

Behavioural Key for KS2

Same as above.

