

# Castlefields Primary School



## Behaviour Policy

Date of Policy: October 2021

**Reviewed:** January 2022

**Next review date:** January 2023

**Responsibility:** Headteacher/Governors

**Doc:** *Comp 2/Policy Docs*

## **Rationale**

At Castlefields Primary School we believe effective teaching and learning cannot take place without good behaviour. Children need a calm and purposeful atmosphere in order to learn and experience success. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure.

Castlefields Primary School adopts a positive approach to behaviour management. We aim to develop good habits of self discipline in pupils. We look at ways to encourage and reward children, while making it very clear that anti-social and disruptive behaviour will not be tolerated. We also believe it is very important to include parents in what we do at school to encourage and foster good behaviour and attitudes.

## **Aims**

- To positively encourage and recognise acts of respect and consideration to others.
- To establish a set of rules, agreed and followed by all (see Appendix 1)
- To implement necessary school rules fairly and consistently to foster good behaviour in a positive way.
- To achieve a healthy balance between rewards and punishments, rewarding good behaviour and attitudes to work and having strategies and approaches in place to deal with unacceptable behaviour.
- To create an atmosphere of hard work, commitment and responsibility, which will develop self-discipline.
- To ensure that all members of the school community work together to promote good behaviour.
- To involve children and staff in the reviewing of school rules and the behaviour policy.
- To record all reports of negative behaviour on CPOMS
- To ensure equal access to the curriculum for all regardless of gender, ethnicity, socio-economic background or special educational needs.

To positively encourage British Values by:

- Ensuring children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.
- Promoting the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

- This will ensure Castlefields pupils understand the importance of respect and leave school fully prepared for life in modern Britain.

**To achieve these aims we will:**

- Develop a whole school approach to deal with unacceptable behaviour, where we reward good work and behaviour and impose sanctions on those pupils who choose not to keep to the school rules (see School Rules – Appendix 1)
- To ensure equal access to a broad educational experience for all.
- Keep parents informed of our school rules and our rewards and punishments as appropriately. Communicate to parents when pupils are behaving and working well and when there is a cause for concern.
- Teach our pupils that their actions have consequences.
- Raise awareness of school rules and issues relating to behaviour towards others in acts of collective worship and in PSHE lessons.

Castlefields School will not discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- gender
- race
- equality
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Negative behaviour recorded on CPOMS will be closely monitored

**Behaviour**

School rules highlighting positive behaviour are displayed. These systems will vary according to the age of the children.

Various rewards are used across the School e.g. stickers, certificates, star of the week, table points etc. (appropriate to the age of the child) to highlight positive

behaviours. House points are used across the whole school to reward positive behaviour.

Class teachers monitor unacceptable behaviour for their own class, supported by any other adults working in school.

### **Monitoring of Behaviour**

Adults in school monitor behaviour.

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school.

All members of staff are aware of the regulations regarding the Use of Reasonable Force in Schools 2013. Adults in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Key staff are trained in MAPA (Management of Actual or Potential Aggression) which is a form of de-escalation and safe physical restraint should this ever be needed.

(see Anti-Bullying Policy)

### **Reparation for Unacceptable Behaviour**

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work and behave to the best of their ability.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teacher treats each child fairly and enforces the classroom code consistently.

The teacher treats all children in their class with respect and understanding.

Where necessary the class teacher liaises with the SENDCO to involve external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The Role of the Head**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher and all individuals in the school, to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We share the behaviour policy on the school website.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, then the Head. 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 in line with the School Complaints Policy.

### **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-Term and Permanent Exclusions**

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA, TrustEd, the Executive Headteacher and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated and any adjustments that need to be made to re-introduce the pupil into school.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Review**

The governing body reviews this policy every year in consultation with staff. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Appendix 1 = School Rules**

**Appendix 2 = Homeschool Agreement**

## **Appendix 1 – School Rules**

### **RESPECT**

**Treat each other – both children and adults as we would like to be treated ourselves**

#### **Castlefields Promises**

1. We will always be kind to everyone.
2. We will always listen when the teachers and others are talking.
3. We will always walk sensibly and quietly around school.
4. We will always try our best and make sure our work is neat.
5. We will always respect personal and school property.
6. We will only talk when we need to and use our classroom voices.
7. We will always use appropriate language and actions with each other.

#### **Rewards at Castlefields**

Rewards are given if you follow the Castlefields promises!

- A smile
- Verbal praise
- Stickers and stars
- Headteacher's Awards
- Lunchtime awards
- Sports superstar awards
- House points for you and your house, with termly rewards
- Earn a privilege, such as being a monitor

**WE WANT TO CATCH YOU BEING  
GOOD!!!**



**APPENDIX 2**

**HOME/SCHOOL AGREEMENT  
Castlefields Primary School**

**As Parents/Carers we will:**

- See that my child attends school regularly, on time and properly equipped;
- Let the school know about any concerns or problems that might affect my child’s work or behaviour;
- Support the school’s policies and guidelines for behaviour (see school website for relevant policies);
- Support my child with homework and other opportunities for home learning;
- Attend parents’ evening and discussions (in person or online) about my child’s progress;
- Be actively involved in my child’s life at the School;
- Work together to promote and model good behaviour as part of the school community.

**The School will:**

- Contact parents if there is a problem with attendance, punctuality or equipment;
- Let parents know about any concerns or problems that affect their child’s work or behaviour;
- Send home an annual Report on pupil’s progress;
- Set, mark and monitor homelearning and provide facilities for children to do homelearning in school;
- Arrange Parents’ Evenings during which progress will be discussed;
- Keep parents informed about school activities through regular letters home; newsletters and notices about special events.

**As a Pupil I will try to:**

- Follow the school rules;
- Attend school regularly and on time;
- Bring all the equipment I need every day;
- Wear my correct school uniform and be tidy in appearance;
- Do all my classwork and homework as well as I can;
- Be encouraging and polite to others;
- Respect other people’s property;
- Keep the School free from litter and graffiti

.....  
**Home/School/Agreement**

Signed (Parent/Carer): .....

Signed (Headteacher): .....

Signed (Pupil): .....