



Castleton C of E Primary School
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Headteacher: Mrs Jayne Jackson

Castleton C of E Primary School

BEHAVIOUR POLICY

Document Name	Behaviour Policy
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1. Introduction

At Castleton C of E Primary School, we endeavour to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. 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. We recognise that children can learn only when they feel safe and happy and that promoting positive behaviour is an essential factor in achieving this.

2. Aims

We aim to develop the children's sense of self-respect and respect for others, self-discipline and consideration. We encourage them to become increasingly aware of their own safety and that of others. To achieve this, we must provide an ethos of support, challenge and encouragement:

- We treat all children fairly and apply this behaviour policy in a consistent way.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.
- Enable all staff, governors, pupils and parents to have a clear understanding of the principles and rationale which underlie the expectations of behaviour in school.
- Offer a simple 'code of conduct', which will give guidance for, and set the boundaries of, acceptable behaviour for pupils.
- Provide guidelines for staff which will enable them to promote good behaviour in a positive, consistent and fair manner, and encourage good practice for adults working within the school community (see Appendix A).
- Offer a system of rewards and sanctions (see Appendix B).
- Enable parents to work with the school in promoting the good behaviour of their children.
- Ensure that the messages about behaviour, given within the formal curriculum, reinforce those set out in the informal curriculum.
- Enable the school to function in the best possible way for both staff and pupils by providing a secure, positive, caring and happy atmosphere in which to work and learn.

3. Strategies

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children on effort and achievement.
- Rewards for a range of behaviours from being the 'model pupil' to 'playing well' and 'treating each other with respect'.
- Successes in both curricular and extra-curricular activities are shared with the class and the whole school.
- High expectations for good behaviour are communicated to the children and encouragement is given to meet these expectations at all times.



- Parents/guardians will be kept regularly informed regarding behaviour so that good behaviour can be recognised and praised at home too.

On the rare occasion that sanctions need to be employed, this is done so appropriately for each individual situation. We use a restorative approach and continue to use age-appropriate language.

4. Role of the Class Teacher

- The class teacher treats each child fairly and enforces the classroom code consistently.
- The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- Our aim is always to try to establish what has prompted the bad behaviour. Parents will be informed and invited to work with the school to improve behaviour. A system of rewards and penalties will be negotiated with the child and, if appropriate, an Individual Behaviour Plan, with suitable targets for the child, will be written.
- If necessary, the class teacher liaises with external agencies to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy.

5. Role of the Headteacher

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 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 their implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term suspensions 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. These actions are taken only after the school governors have been notified.

6. Role of the Parents and Carers

- The behaviour policy is available for parents on the school website; www.castletonschool.co.uk
We expect parents and carers to support staff in maintaining high standards.
- We 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 the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to address the behaviour of 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. 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.

7. Role of the 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 adhering to these guidelines.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour, 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.

8. Monitoring and Review

- The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The headteacher records incidents of misbehaviour in which children are hurt, property is damaged or where a pattern of persistent misbehaviour is beginning to emerge.
- The headteacher 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 suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality under the requirements of our Single Equality Scheme.
- The governing body reviews this policy every three years. 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.

Signed by:

Chair of Governors

C McGuinness

Date:

05/11/25

Head Teacher

J Jackson

Date:

15/11/25

Appendix A – Good Practice for Adults

Acceptable standards of behaviour, work and respect depend upon the example of all adults. Good order must be worked for; it simply does not happen. Therefore, we aim to encourage every adult working within the school community to.



- Set high standards.
- Apply rules firmly and fairly.
- Respect every person.
- Treat everyone as an individual.
- Adhere to the school's system of rewards and sanctions.
- Greet and be greeted.
- Speak and be spoken to.
- Smile and relate.
- Communicate.
- Avoid confrontation.
- Listen.
- Establish the facts.
- Impose sanctions only when certain.
- Use sanctions sparingly.
- Give and expect to receive respect.

In the Classroom

Create and sustain a positive, supportive and secure environment. Well, prepared, stimulating lessons generate good behaviour and earn respect.

We Aim To

- Use humour - it builds bridges.
- Keep calm - it reduces tension.
- Listen - it earns respect.
- Be positive and build relationships.
- Know pupils as individuals.
- Be consistent.
- Establish authority firmly and calmly.
- Follow through any sanctions.

Appendix B – Rewards and Sanctions

We aim to create an environment in which the children feel that they are dealt with in a fair and consistent way in terms of both rewards and sanctions applied.



Castleton School takes into account the following general principles when sanctions are applied:

- Teachers should act quickly to and pupils should be in no doubt why they are being reprimanded. The distinction should be made whether the offence is of a minor nature or more serious nature.
- Address the behaviour not the person. That is, ensure the pupil is aware that it is the behaviour which has necessitated the reprimand.
- Every session is a new day and children come into school with a 'clean slate'.
- Use private rather than public reprimands wherever appropriate.

Rewards

- Praise
- Awarding of stickers, rainbow points, sharing good news with the headteacher for 'special praise'.
- Informing parents of good behaviour
- KS2 postcards sent home to recognise specific achievements in any area
- Opportunities to 'show off' and share their achievements with their peers

Sanctions

- Children are given a warning for their behaviour and the opportunity to improve or change attitude.
- A five minute off break time sanction is imposed if children persist in their inappropriate behaviour.
- If behaviour has resulted in lost learning time, the child will be expected to complete missed work in 5 minute increments during break times.

Serious aggressive behaviour is reported to parents by means of a phone call or face to face communication. This will either lead to an immediate loss of lunch time break or an exclusion. These actions will be dependent on the circumstances.

Exclusion

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral



Units (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

- Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child 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 child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child 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 under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Appendix C – Mitigation Planning re Covid-19

Whilst the expectations set out in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in



conjunction with, and read alongside, Anti-Bullying Policy, E-Safety Policy and Peer-on-Peer Abuse Policy. These adjustments are set out below:

- The school is operating in with two 'bubbles' of pupils, a nursery/reception/key stage one and a key stage two bubble.
- Arrivals, Departures and Moving round the school.
- Children will wait on the school yard at a safe distance to be invited into school via their designated entrance at both sites.
- Children will be encouraged to move around school at a distance and the organisation of activities and resources will enable as little movement around the classroom as possible.
- At home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance.
- The children will play in their 'bubbles' and will be reminded of distance expectations, physical contact at playtime is not allowed.
- Children moving between sites will do so by the 'back street route' avoiding the crowded pavements and busy traffic.
- Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.
- Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.
- Hand washing and Hygiene
- Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.
- We ask the children to follow the 'catch it, bin it, kill it' mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not touch their face, mouth nose throughout the day.
- Social Distancing
- Children who are old enough will be expected to socially distance from their peers and adults in school, being reminded of the 'at least 1m rule' where possible.
- Socially distancing is more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, this may not always be possible.
- Toilets
- Children will be supervised and encouraged to use the toilets one at a time. When a child has finished in the toilet they must wash their hands.
- Rewards
- Our reward system will operate as normal during this restricted period.

Risky Behaviour

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves



or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact will be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to our mitigation measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Pupils with Special Educational Needs

Our children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation as we settle back into school. As a result of these varied experiences children may present with:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help. Pupil's working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils in this unusual situation.