

Behaviour Policy

Castledyke has a positive approach to behavior and this policy offers guidance to all staff, pupils, parents and carers on our procedures and practice. The school and everyone concerned with each child should work together to develop and ensure a consistent approach to behavior. This policy was developed in consultation with all stakeholders and is shared on the school website.

Aims and Expectations

It is a primary aim of our school in connection with the Castledyke code and British Values, that every member of the school community feels valued and respected and that each person is treated fairly and consistently. We are a caring community, whose values are built on mutual trust and respect for all, so that all children feel safe and can learn (see Safeguarding and child protection policy) The 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 believe children learn best when they have a clear understanding of what is acceptable and unacceptable behavior. Children are taught that actions have consequences and that they choose how to behave and must accept responsibility for that choice.

By using a variety of consistent strategies throughout the school, we aim to develop individuals with a healthy self-esteem and emotional resilience. The children will become positive, responsible and increasingly independent members of the community.

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to create positive behaviour rather than merely deter antisocial behaviours.

This policy is written in line with guidance from Government documents (Behaviour and Discipline in Schools: advice for Head Teachers and school staff DFE 2014)

The law states that;

The Head Teacher must set out measures in the behaviour policy which aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that children complete assigned work
- Regulate the conduct of pupils

Our school rules

Five Castledyke standards exist within school and are displayed around the school. The code has been discussed and adopted by children and staff. They reflect our school vision and we have high expectations that they are followed by everyone.

1. We care
2. We are well mannered
3. We make the right choices
4. We are fair
5. We are respectful

Staff as role models have high expectations and are calm and consistent because they model the behaviour they wish to see in our children around school.

We will always;

- Respect everyone
- Listen to each other
- Treat everyone as an individual
- Keep calm
- De escalate
- Greet and be greeted
- Communicate and be communicated with
- Smile and relate
- Give praise
- Be aware of body language and tone when speaking

We will never;

- Humiliate
- Shout
- Over react
- Use blanket punishments

All staff should have high expectations of behaviour and strive to ensure that all children work to the best of their ability. Consistency and fairness are essential. It is important that children are taught to control their behaviour and choices through the PSHE and RE curriculum, assemblies and 'Time to Talk'.

Staff working with children need to accept responsibility for providing a safe and secure environment (see health and safety policy) This should take into account the additional needs that

some children have. Staff must remain calm at all times, create an environment where children feel they are listened to, treated fairly and with respect.

Staff will monitor their class as they enter and leave the classroom and should collect them from the playground at the end of playtimes. Staff will ensure that children walk around school sensibly and will praise good manners.

Support is put into place to help all staff develop behaviour strategies and any training required will be provided.

Encouraging positive behavior

We use a range of strategies to reward the right behaviour choices in class, around school, at events or visits.

We praise children in a variety of ways:

- A smile or non-verbal gesture (thumbs up)
- Verbal praise and encouragement
- Stickers given to praise the right choices
- Dojos to reward for effort and attitude to work
- Class points earned for excellent team work, collaboration, whole class behaviour and kindness (whole class reward earned)
- Communication to parents, verbal/telephone/card home
- Celebration certificates
- Head Teacher stickers
- Displays of children's work

Children with leadership roles

Children, particularly in Upper Key stage 2. Are asked to volunteer for leadership roles within school. This helps to develop children's self-esteem and sense of responsibility around our school. It helps them to learn to help others and offer kindness and guidance. There are numerous roles in school, peer mentors, dinner bands, registers, IT for assemblies.

Bullying

The school does not tolerate bullying of any kind. If we discover that bullying or an act of intimidation has taken place, we immediately investigate and act to stop any further occurrences of such behaviour. Our anti bullying policy provides additional guidance and advice in case of any incidents.

Other forms of anti-social behaviour

There are a number of other forms of anti-social behaviour, which are not tolerated in school (see safeguarding policy).

Example of such behaviour are:

Sexual harassment
Online sexual abuse
Peer on peer abuse
Racism
Homophobia
Gender discrimination

This list is not exclusive.

The school does not, and will not tolerate this type of behaviour. The school will investigate thoroughly and an appropriate sanction will be given. Case may be referred to an outside agency for further support within school and home for the pupil.

Sanctions

All children must learn that there are consequences for their actions. Sanctions are used in response to unacceptable behaviour and to maintain a safe and positive learning environment. We employ each sanction appropriately and privately to each situation. When applying the sanction, we make a point of never criticizing the person, only their actions.

Step 1: Verbal warning the child is privately spoken to 'Remember to thank you'

Step 2: Quiet reminder of consequences

Step 3: Minutes off playtime (5 mins)

Step 4: Work in another class or outside Head Teacher's office

Step 5: SLT

Step 6: Contact with parents

Minutes Room - children who have minutes off their playtime will go to the minutes room. The staff member on duty will ask the child to explain why they have received their minutes this will be recorded in a file. Staff will use this time to talk to children about making better choices and discussing what actions could be used instead. This will be monitored by SLT so that patterns of behaviour etc. can be picked up and dealt with. Staff should alert SLT to any concern.

Use of force or physical restraint

All staff have up to date 'Team Teach' training. Distraction techniques are used, the majority of the time. Physical restraint will only be used as a very last resort when the child is at risk of seriously hurting themselves or someone else.

All staff have read and signed the Bound book which is kept in the head's office. Any incidents of physical restraint will be recorded in the book and parents informed.

Children with additional needs

At our school every child is important and is encouraged to try their best in everything. We recognize that some children may struggle emotionally and socially and additional support may need to be put in place to ensure they can take a full and active part in school life, whilst ensuring the safety of everyone else. Children may need to have individual Behaviour plans to support them, these will be written in connection with the Head Teacher, inclusion team, class teacher, child and Parents. Where there is a special educational need the SENCo will be involved.

Advice will be taken from the school counsellor, outside agencies and the Educational psychology service.

All records relating to a child's behaviour should be passed to the new teacher at the end of the academic year. These should be accompanied with a verbal description of how the child presents, trigger points and any strategies that have proved effective in supporting them.

Exclusions

Fixed Term Exclusions

A fixed term exclusion would be put in place in accordance with the legal regulations and documentation where it was felt that this action would support the child in moving their behaviour forward or where there has been a serious breach of health and safety. The authority to exclude resides only with the Head Teacher. Documentation will be provided to support the exclusion and a date and time for a return to school meeting will be confirmed. A return to school meeting must be held between the Head teacher (or SLT member if the Head is not available) before the child is able to return to school. Children may be excluded at lunch times on a fixed term basis if other reasonable steps have been taken and not been successful.

The school may use internal exclusion where the other steps taken have not been successful but the behaviour does not warrant Fixed term exclusion.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that the school should be able to show that it has taken all reasonable steps to avoid exclusion. (see exclusion regulations).

The governors of Castledyke Primary agree with this stance and all policies and procedures are in place to support inclusion of all children. Permanent exclusion should only occur when risk assessment indicates that to allow a child to remain in school would be seriously detrimental to the education or welfare of the child concerned, or to other children. The school must clearly show that they do not have the facilities to support the child's needs. LA advice from the behaviour service would be sought before any instance of permanent exclusion.

Liaison with parents/carers

Parents have a vital role in fostering good behaviour and a responsibility to support the high expectations of the school. We aim to work collaboratively with parents so that children receive consistency between home and school. Our policy is published on the school website so Parents can access it, they can also come into school and read it. Parental support for the policy is very important. A two-way system of communication is very important so that the school can contact parents, particularly when a concern arises and parents should feel they are able to contact the school. Both positive and negative behaviour should be communicated to parents. Early notice of particular difficulties should be given so that problems can be discussed and a joint plan of action can be devised.

Staff need to be aware of pressures or difficulties surrounding the home environment, which may cause a child to exhibit difficult behaviours. The learning mentor will form one of the avenues of home/school liaison. It is part of their role to develop a strong relationship with the family and liaise with outside agencies. They may also be involved in the meetings where families are working under arrangements set up by Children's Services or other agencies. Home visits are part of a supportive process. Parents need to feel they are not being judged and that the school is working in the best interests of their child.

Monitoring

SLT will monitor the children in the minutes room and pick up any patterns and intervene when necessary. The SLT will work closely with the Inclusion team who monitor behaviour on a daily basis.

Incidents will be recorded on the CPOMS system which is monitored daily by the Head Teacher, SLT and Inclusion team.