



Caythorpe Primary School

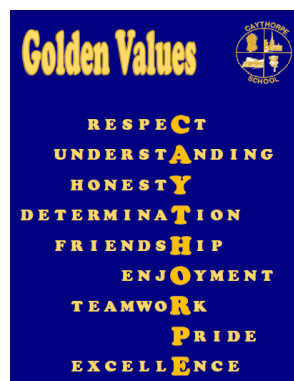
Behaviour Policy

Reviewed annually
Last review: 28.02.21

Behaviour and Attitudes

At Caythorpe Primary School we have high expectations for behaviour for learning and conduct. We believe that positive attitudes and mutual respect between adults and children leads to a harmonious learning environment where everyone feels safe, happy and valued. We recognise the significant impact that positive behaviour can have on children's overall progress and attainment.

We all recognise the importance of following our Golden Values.



Our School Rules

Whole School Rules, based on our Golden Values, are agreed by the pupils and then the School Council at the start of each academic year. These rules are clearly displayed around school and regularly referred to when reviewing both right and wrong choices made by the children.



Rewards and Consequences

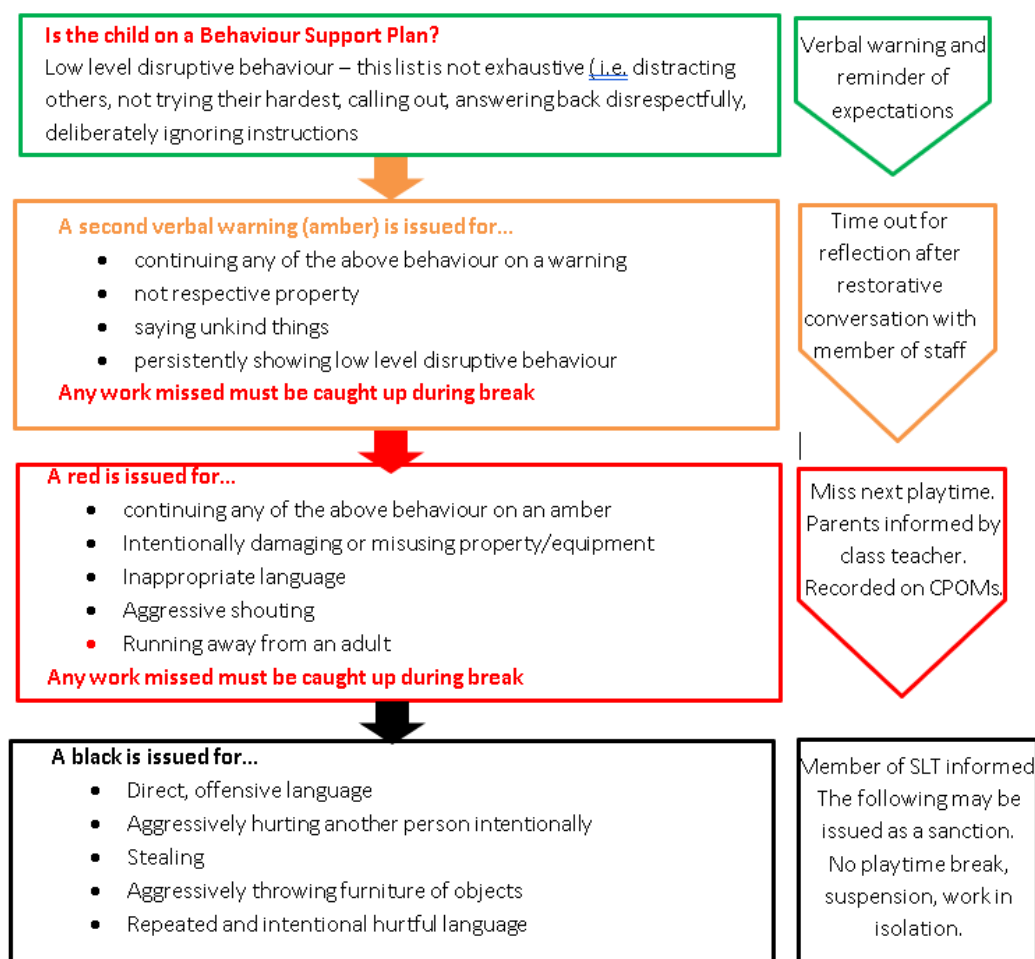
Pre-emptive measures will be taken when pupils are displaying signs that they may not be able to manage their behaviour in the immediate future but have not yet displayed the behaviours that would lead to sanctions. Staff should give warnings wherever possible – particularly for low level disruption. The warnings will not carry over to the next lesson, this is for one session. Every lesson must be a fresh start as learners may be discouraged and more disruptive if they feel they have a disadvantage going into a lesson

The procedure for tackling disruptive behaviour in a classroom- (this will apply to the vast majority of children) is as follows. All classes adhere to the daily Traffic Light Behaviour System, clearly displayed in every classroom. Children begin each session on 'Green' and will only be moved if they choose not to display our Golden Values and follow the School Rules. The following system applies for both indoor and outdoor activities. All classes will use the same rewards system and no class will add to or change the system unless a child has an IBP or PSP (see below).

Children receive reward points (Dojos) by members of staff for demonstrating positive behaviour, for example; pupils showing the school golden values, demonstrating any of the building learning Powers (Guy Claxton) and following the school rules. Whole school celebration assemblies will be used to celebrate both individual and group achievements related to the school values and positive attitudes. For every 50 dojos amounted, children will receive a certificate to mark this achievement.

Behavioural Management Flow Chart

Below is an outline of the stages of normal behaviour management which staff should follow. In circumstances when behaviour is judged by the staff member to be an immediate danger to the health and safety of pupils, staff and adults in school and to the individuals, some of the stages may be missed as required and a member of SLT should be contacted.



Please Note:

There will be a number of children for whom the traffic light system will not be an appropriate response for as they will not be able to make reasoned choices about how they behave and will need more scaffolded or structured support. In these cases, children will have specific plans or systems in place relating to their behaviour. All such plans/systems will be shared with the Headteacher and SENDCO. These may or may not be formally recorded depending upon the individual needs of the pupil. They may also be used for a short period or embedded over the medium to long term – again depending upon pupil need.

On occasion it will be necessary to miss out some of the sanctions and go straight to exclusion if a child is a danger to themselves or others and as such is unsafe to be on school premises. (see exclusions below)

If a child routinely fails to complete work within class (which is within their capability) then the school policy is to keep the child back at break in order to complete said work.

In certain cases, we may also choose to use a different sanction to those stated above – for instance if a child is misbehaving in PE then they may miss the next sports club or tournament. This will allow children to see that their actions in specific areas can have subject related consequences.

Restorative Conversations

Affirmative statements are a way to communicate to another person how they have affected you by their behaviour, either positively or negatively. They offer an alternative to comments that are implicitly judgemental which can lead to confrontation, argument and further conflict.

Below is a sentence frame that can help to formulate an affective statement:

I feel ____ (state the impact) ____ when ____ (identify the behaviour) ____ . What I'd like is ____ (state the preferred action) ____ .

Example: I feel hurt when I hear you speak unkindly to each other. What I'd like is for all of us to be mindful of our words and speak respectfully to each other.

Questions to ask when investigating an incident are;

What happened?

How were you feeling?

What were you thinking at the time?

Who else was affected?

How do you think they were feeling?

What can you do differently next time?

How can the damage be repaired?

Whole Class Rewards

"You've been spotted!" is our positive reward system for the whole class. If a member of staff "spots" a pupil around the school demonstrating the described behaviours and values they will receive a "spot". This spot is posted in the class "spotted" collection box. Every Friday, each class will reveal how many "spots" their class were awarded. The class with the most spots will be awarded a trophy.

Preventing Bullying

Everyone at Caythorpe Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort

prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening.

"Bullying is **deliberately** hurtful behaviour that is **repeated** or *has the potential to be repeated* over a period of time, making it difficult for the person concerned to defend themselves".

There are different sorts of bullying or peer-on-peer abuse (this list is not exhaustive), but the main types are:

Physical	Hitting, kicking, taking, damaging or hiding belongings including money
Verbal	Name calling, teasing, insulting, saying hurtful comments or writing unkind notes, making threats, hurtful remarks, dares, making someone do something they do not want to do
Emotional	Being unfriendly, excluding or ignoring, tormenting, spreading rumours, whispering about others, giving funny looks, pressuring people to join in inappropriate behaviour.
Exclusion	A child can be bullied simply by being excluded from discussions/activities with those they believe to be their friends
Criminal	Pupils may have their property damaged or stolen.
Threatening	Threats may be used by the bully in order to get what they want
Cyber	Using ICT for any of the above (e-mail, mobile phone etc.)
Racist	Derogatory comments regarding a person's race or origins
Sexist	Derogatory comments regarding a person's gender

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school. The school works hard to ensure that all pupils know the **difference** between **bullying** and simply **"falling out"**.

Our whole school curriculum provision from Reception through to Y6 will have a strong focus on;

- Setting clear expectations for behaviour, what is unacceptable and why.
- Teaching children what bullying is, in all its forms – so they can recognise when it is happening to them or when they might actually be doing it themselves. This includes keeping safe online.
- Spotting the signs of bullying in others – so they can help and support their friends.
- How to have the confidence to tell someone or support someone else to tell if it happens to them.
- A curriculum that emphasises strong teaching of respect and tolerance, having clear school values that celebrate diversity and differences between us and encourage children to share these values.
- Training for staff to spot bullying, tackle the perpetrators through the agreed school protocol and support the victim/s with restorative programmes.

Prevention is better than cure, so at Caythorpe Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

We also recognise that there are groups of pupils who are bullied disproportionately. These include disabled pupils and those who have special educational needs, and pupils who are, or are perceived to be, homosexual or have protected characteristics. We will ensure vigilance to check and monitor the experience both at school and in the wider world (including online) to make sure this is not happening for these groups of pupils. Staff must always be aware of the contextual use of language around the school, on the playground and in cloakrooms etc, monitoring and checking that children know where the boundaries are between banter and behaviour that makes people feel threatened or hurt. Through our PHSE lessons teachers will support children to understand where the boundary exists and that might be in different places for different people. This learning will only be secure when adults model and tackle every time the boundary is crossed.

If bullying is suspected, seen or reported, the following system will be in place:

- Senior leaders with responsibility for behaviour and welfare will be notified as soon as possible;
 - A record will be started on CPOMs by the person who raises the concern;
 - Named lead adult will undertake an investigation and talk to the individuals involved. All discussions and actions logged on CPOMs; If the incident is related to any form of race/hate relating to the protected characteristics, this is logged and identified using the CPOMs tabs and will be dealt with according to the school's protocol;
 - An appropriate sanction will be applied dependent on the circumstances and findings of the investigation. Children who are found to be bullying will always have a sanction applied and this will be relative to the nature of the incident. All decisions and actions added to the ongoing record.
- Parents of all the children involved will be informed and kept up to date with any investigation.
- Leaders share information and data around bullying with the Trust and the governors to check for any underlying patterns or safeguarding issues that it might spotlight.
 - The school will follow up on incidents of bullying with curriculum support through PHSE, RHSE work around positive relationships and assemblies. This work will be pitched at the appropriate age group for the children.

Bullying records

All incidents of bullying will be recorded on the school's CPOMs system as described above. This will include as well, the actions that were taken at the time of the incident, during the investigation and following up afterwards to ensure actions were effective and had the impact required. Analysis of data and records will be undertaken by senior leaders to highlight any patterns or underlying issues that may underpin the behaviour. Leaders will share this information with governors and Trust central team.

Screening and Searching

There may be times when it is necessary to search pupils. Caythorpe Primary School follows The Department of Education guidance which can be found at www.education.gov.uk

Exclusion

Caythorpe Primary School at part of CIT believe that the very best place for learners to be is in school where they are safe and are learning. However, we do recognise that as a very last resort there may be occasion where the school will need to exclude a pupil. Our school will follow the CIT Trust Exclusions policy. Should a child perform an act which endangers themselves or others, is a deliberate act of vandalism or goes deliberately and significantly against the school rules then they **can** be excluded. The exclusion may be for particular parts of the day (such as lunch times) or may be for a day or series of days. The length of the exclusion will depend upon the individual's actions and will be decided on a case-by-case basis. All decisions on exclusions will be taken in discussion with the Headteacher, (or the senior leader who has delegated headship responsibilities in the absence of the headteacher).

Behaviours that might trigger exclusion at Caythorpe Primary School

A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and..
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Whilst exclusions are few and far between, behaviours that might trigger exclusion at Caythorpe Primary School (this list is not exhaustive):

- Physical assault against pupil/adult/staff
- Verbal abuse/threatening behaviour against pupil/adult/staff
- Bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related incidents
- Damage
- Theft
- Persistent disruptive behaviour
- An offensive weapon e.g. knife
- An object used offensively e.g. stabbing with a compass
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Please see [CIT Exclusions Policy](#) for more details.