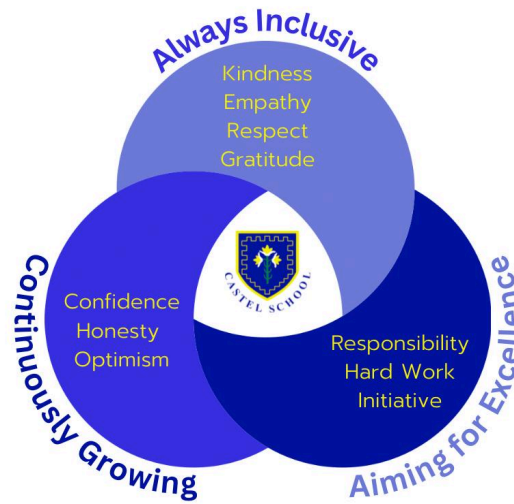


Castel Primary School



Always inclusive, continuously growing, aiming for excellence.

Behaviour Policy

Devised: Autumn 2025

Review Date: Autumn 2027

Shared with and agreed by all staff.

Behaviour Policy

Rationale

This policy is to ensure that:

- Respect and kindness underpin all relationships in school.
- Confidence and optimism support the development of positive self-esteem.
- Responsibility and hard work contribute to a caring, purposeful learning environment.
- Empathy and gratitude help children understand and value one another.
- Initiative encourages children to make positive choices independently.

Principles

- We promote *confidence* and *optimism* so every child believes in their potential.
- We expect *respect*, *kindness*, and *empathy* to ensure everyone feels safe and valued.
- All children have the right to learn and staff the right to teach effectively
- All children have a choice about their behaviour. Children are supported to show *responsibility* and *initiative* when making choices.
- All staff and children have a responsibility to work together in a climate of mutual respect.
- All choices have consequences, both positive or negative.
- All staff should focus, in the first instance, on highlighting positive behaviours. Staff actively recognise behaviours that demonstrate the Castel Values, especially *hard work*, *honesty*, and *gratitude*.
- All children's behavioural needs should be supported and understood.

Roles and Responsibilities

Children are responsible for their behaviour choices. Staff have a responsibility to inform pupils and parents of the effect of these choices; this applies equally to staff informing parents for positive as well as negative behaviours.

When Things Are Going Well

We believe that behaviour at Castel Primary is almost always very good and, as such, this should be recognised and celebrated. The ways in which we do this are through:

- the awarding of house points for displaying one of the ten Castel Values
- the awarding of certificates for standout, positive behaviour based on the ten Castel Values
- the use of Celebration Assemblies every three weeks to highlight and praise the above
- the use of termly rewards when whole school house point targets are met
- regular and positive communication with parents/carers to highlight positive behaviour
- the use of Class Dojo Class Story to showcase positive work, effort and behaviour.
- other systems as chosen and used by individual class teachers e.g. Star of the Week

Positive Reinforcement

House System

The above positive behaviour reinforcement comes through our house system. Every child from Years 1-6 belongs to one of four houses and these promote a sense of identity and community. Children are awarded house points when staff acknowledge occasions where they demonstrate aspects of the school behaviour system. Staff explicitly name the Castel Value being demonstrated (e.g., “Thank you for showing *initiative* by starting your task independently” or “That was *kindness* when you helped your friend”).

These house points are collected in class and contribute to rewards.

Elected Year 6 house captains and vice captains assist the Senior Leadership Team in the organisation and collation of information and events.

Celebration Assembly

These occur on a regular basis throughout each term. The whole school meet together to celebrate the achievements of individual children who receive Castel Values certificates or competition prizes. Staff nominate children who have notably achieved particular values. The children receive certificates as a reward in a celebration assembly. The latest house point totals are also shared.

When Things Go Wrong

Whenever a pupil does not display the Castel values successfully, there is a clear sequence of consequences to encourage the modification of behaviour. If a point is reached where the pupil is moved to outside the classroom, then this is recorded on CPOMS for monitoring purposes.

CPOMS is monitored consistently by the SLT. Any concerns are highlighted and referred to the SLT or ALNCo where necessary and in a timely fashion.

***Expectation of honesty about actions**

KS1 and KS2 Classroom Procedures

Informal, verbal reminder of value not being displayed
e.g: “Right now we need to show *respect* by listening”.



Formal verbal warning

Pupil informed that conduct is not up to expected standard. Warnings emphasise responsibility for choices.



Moved within own classroom

Moved to work in a different place.



Yellow Card - Removed to another class to work

Moved to another class to work. Recorded on CPOMS.



Red Card - Sent to Head or Deputy Head

This is for serious misbehaviour; verbal or physical abuse towards an adult; serious threatening or aggressive behaviour; swearing; extremely unsafe or dangerous behaviour. It is also used for continued misbehaviour after a yellow card. Parents/carers will be contacted in this instance.

Reflection after consequences focuses on which value needs strengthening (e.g., *honesty* when discussing an incident, *empathy* when harm has been caused).

Playtime Systems

Keep hands, feet, objects and unkind words to yourself. <i>Kindness and respect.</i>	Respect other people. Respect and empathy.	Look after property. Responsibility.	Keep our playground clean and tidy. Gratitude and initiative.	Follow all instructions from the people on duty. Responsibility and hard work.
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1	Warning about rule broken	Verbal warning Choice given - child owns their own behaviour
2	Time out	5 minute time-out in playground time-out zone
3	Further timeout for longer duration	Time-out until end of play in playground timeout zone <ul style="list-style-type: none"> • Minor aggression • Low level physicality • Minor rudeness
4	Sent to Head teacher or Deputy Head teacher	Red card for 3rd strike or, more likely, a serious offence <ul style="list-style-type: none"> • Swearing • Spitting • Major aggression • Refusal to follow instructions <p>This is recorded on CPOMS. Parents are contacted.</p>

*Children who do not make appropriate choices (eg/ to go on time out when asked) are referred directly to a member of SLT who will manage them after playtime.

Children operating outside of the agreed behaviour system

Individual behaviour plans:

An individual behaviour plan (IBP) should be written for the very small number of children whose behaviour needs require a different approach. Advice for IBP should be sought from the school's ALNCo, behaviour support agencies such as Les Voies and the Communication, Interaction & Autism Service as appropriate.

BULLYING

Definition:

There are many definitions of bullying. Most have three things in common:

- it consists of deliberately hurtful behaviour;
- it occurs repeatedly over a period of time and is targeted;
- it is difficult for those being bullied to defend themselves

The following procedures are used when dealing with incidents of bullying

- Note is taken of the definitions of bullying and each incident is dealt with on an individual basis
- There is an immediate response to incidents of bullying. Bullying contradicts the Castel Values of *kindness, respect, empathy, and honesty*.
- Dealing with incidents of bullying quickly and sensitively sends the correct message to all involved and prevents the issues becoming more complex
- Where appropriate the two sides are brought together and a solution is negotiated.
- The incident, interviews with bystanders and participants are entered onto CPOMs
- A range of strategies are put into place immediately.
- Sometimes sanctions are applied where a child persistently makes others feel uncomfortable. This usually takes the form of withdrawing the offender from the situation, such as playtime or lunchtime, when they might transgress.
- In persistent cases parents are informed and asked to help in the resolution of the problem.
- If cyber bullying has taken place either in or out of school, parents will be informed and the rights to use the internet at school may be withdrawn from the perpetrator for a period of time if the incident has occurred within school. External incidents will be circumstance dependent but there will be a conversation involving all parties involving a member of SLT, advice will be offered to parents regarding internet safety including possible ways forward. The situation will continue to be monitored and school will support in any way they can.

BEHAVIOUR OUTSIDE OF THE SCOPE OF THIS POLICY

On very rare occasions a child may behave in a way that is either extreme or outside the scope of this policy. In these cases the following Education Department Guidance and procedures are followed-

Suspension Policy 2025

For either persistent or serious incidents of behaviour, these sanctions may include either internal or external fixed-term suspensions.

Other Key Details

Moving around school

- Children are to walk on the right of the corridors
- We operate a 'Whispering Walkways' policy. If pupils don't need to talk, they don't. If they do need to talk, they whisper. This emphasises the values of respect and responsibility.
- Everybody walks calmly and steadily. This emphasises kindness and empathy towards others.
- Children should be in single file as they come down the stairs.

My Time – KS1

- Time for the children to pursue individual activities and to build in further opportunities for social interactions with peers and the class teacher
- The aim is to develop social communication, independence, resilience and team work through the sharing and utilizing of items and objects that have been brought in from home, or that exist currently within the classroom
- My Time should be for 15 minutes on Friday afternoons from 2.30 – 2.45pm
- The remaining time should be allocated to changing reading books, reading a story spine book and organising the children to leave promptly at 3pm