



Castlecroft Primary School

Behaviour Policy

**To be used in conjunction with the
Anti-Bullying policy**

Head Teacher: Mr A. Dyll

Policy Adopted/updated: February 2025



Castlecroft Primary School Behaviour Policy

Good behaviour is central to a good education.

Good discipline and high standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as enabling effective teaching and learning to take place. At Castlecroft, we strive to manage behaviour well so that we provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive-thus developing a culture where pupils and staff flourish in safety and dignity.

Central to this policy is our belief that being taught how to behave well and appropriately is vital for all pupils to succeed personally. Our approach teaches children to be reflective and to take responsibility for their own actions. Our behaviour policy is underpinned by Emotion Coaching and Zones of Regulation (both of which are explained in more detail later in this policy). The children are also taught explicitly what good, respectful behaviour looks like through our rigorous PSHE curriculum. Our policy is founded in a climate of positivity and mutual respect. All children and staff aim to meet the school's high expectations for conduct and behaviour and this is constantly reinforced through a range of rewards which are given regularly and publicly, as we believe that the modelling and encouragement of desirable behaviour is the most effective and positive means of behaviour modification.

At Castlecroft we firmly believe that all behaviour is a communication. Measures are in place to support children who experience difficulties managing their own behaviour and both general and targeted interventions are used to improve pupil behaviour. Support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a Special educational need or disability as required.

Sanctions are also used however, where necessary and as appropriate to the child and the misbehaviour that has taken place. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.

We believe that a clear, shared understanding of the school's values is a pre-requisite for the effectiveness of this behaviour policy. All staff are trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. Teachers use the agreed policy to encourage positive behaviour.

The children of Castlecroft Primary School behave very well for most of the time and meet the high expectations of behaviour set. This policy is to ensure that we maintain: a safe and happy environment for all children, a consistent approach to behaviour management and high standards of behaviour and conduct for all.

Useful links

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
[Suspension and permanent exclusion guidance](#)



Aims

To create a culture of mutual respect where staff and children flourish in safety and dignity
To enable children to understand that acceptable behaviour is a result of mutual respect - respect for myself, respect for others, respect for property
To secure an acceptable standard of behaviour of pupils
To ensure consistency in staff approaches-including supply staff
To promote the values of honesty, trust, fairness, tolerance, compassion and politeness
To promote among pupils, self-regulation, self discipline, and proper regard for authority
To ensure school is a respectful, safe, hardworking environment conducive to effective learning
To ensure that all pupils complete any tasks reasonably assigned to them in connection with their education
To prevent all forms of bullying.

Links to other school policies

This policy links with the Anti-bullying policy.

This policy links to the restraint policy.

Links can also be made with the safeguarding policy and E Safety policy, the staff behaviour policy/code of conduct

Objectives

Senior leaders and governors:

1. To provide a positive role model having high expectations of themselves, the staff and the children
2. To regularly review the policy in consultation with all stakeholders
3. To emphasise, model and reward positive behaviour consistently and fairly
4. To apply the behaviour policy consistently
5. To monitor the application of the policy taking appropriate actions to ensure it is used fairly and consistently by all
6. To ensure that staff feel supported when managing challenging behaviour to ensure that their well-being is not negatively affected

Adults - teaching and non-teaching:

1. To provide a positive role model
2. To have high expectations of themselves and the children
3. To emphasise, model and reward positive behaviour consistently and fairly
4. To respond to and deal with unacceptable behaviour in a firm, fair and consistent manner
5. To involve and inform parents of all aspects of this policy
6. To liaise with SMT to ensure that any instances of misbehaviour are managed well and that staff feel supported

Children:



1. To understand that they are a valued part of the community
2. To understand their role in creating a positive learning environment
3. To discuss and share what constitutes acceptable behaviour e.g. in PSHE lessons
4. To understand and know what is acceptable behaviour
5. To be responsible for behaving in an appropriate manner and to take responsibility for their actions
6. To understand their responsibility to complete their education tasks

School rules:

Our policy is encapsulated and shared in our simple school rules:-

- Castlecroft's Golden Rule
'Always treat others as you would like them to treat you'
- Castlecroft's playground rule
'Kind hands, Kind feet, Kind words'
- Castlecroft's School rules
**Always be Ready
Respectful
Kind
Honest**

These are discussed and reviewed with pupils annually in assemblies and PSHE lessons where we discuss whether we need to change them, what they mean and how we can follow them. Classrooms have a visible display which reminds everyone of our agreed rules and the steps and sanctions in place for when they are broken.

Rewards for good behaviour and effort

We believe that:

- Rewards should be seen as special and meaningful
- Rewards should be given for effort and attainment in work but also behaviour and socialisation skills such as acts of friendship and kindness
- Rewards are most effective if they follow immediately upon the desired behaviour
- Praise is most effective when it is specific so that the child is taught the desirable behaviour that we want to encourage

All teachers encourage their classes through a system of praise and rewards. These rewards were reviewed in January 25 and some rewards were changed after consultation with staff and the children.

Children may receive individual rewards including but not limited to:

Receiving:

- ✓ verbal praise and smiles
- ✓ stickers and stars
- ✓ house points
- ✓ a merit award in Achievement Assembly
- ✓ the Cup of Kindness for significant kind and helpful actions
- ✓ a sticker for achieving a reading challenge



- ✓ a dip in the box for achieving three reading challenges in a row
- ✓ a dip in the box for a one-off special achievement
- ✓ praise from another teacher, a senior leader or the Deputy or Head teacher
- ✓ extra privileges, jobs and responsibilities
- ✓ a good news letter sent home to parents
- ✓ a certificate for moving up a reading band awarded in assembly
- ✓ a pen licence certificate in assembly
- ✓ a mathematician of the week certificate awarded in class

Or

- ✓ having their work used as a good example in class
- ✓ Being named the class "expert" in a topic or subject where the other children are encouraged to ask them for help as they are so knowledgeable in that area

Children may receive group rewards including but not limited to:

Receiving:

This could be a table group, a group who worked on an activity/project together or a friendship group for instance

- ✓ praise or house points
- ✓ a merit award in Achievement Assembly
- ✓ recognition in assembly for a sporting achievement
- ✓ a VIP invitation for recognition of regular library visits and reading
- ✓ a biscuit break –for being the house that wins the most house points
- ✓ A group responsibility or job such as running a club or activity in school

Children may receive whole class rewards including but not limited to:

Receiving:

- ✓ marbles in the jar for the class reward system
- ✓ a marble jar reward for the whole class
- ✓ a merit award in Achievement Assembly
- ✓ a text to the parents of the whole class following a trip or other event where the children have made the staff team proud
- ✓ an extra playtime

Misbehaviour:

Inevitably in school, there will be incidents of inappropriate or challenging behaviour. We endeavour to deal with these in a calm and constructive manner.

Emotion coaching:



Emotion coaching underpins our behaviour policy and system; All of our staff are trained in this approach. Emotion coaching was first introduced by John Gottman and his colleagues in the USA. Emotion coaching is about helping children to become more aware of their emotions and to manage their own feelings particularly during instances of misbehaviour. It entails validating children's emotions, setting limits where appropriate and problem-solving with the child to develop more effective behavioural strategies. In effect, emotion coaching techniques instils the tools that will aid children's ability to self-regulate their emotions and behaviour. It enables practitioners to create an ethos of positive learning behaviour and to have the confidence to de-escalate situations when behaviour is challenging. Emotion coaching provides a value-added dimension to behaviour management strategies and creates opportunities for longer-term solutions to children's well-being and resilience.

By using Emotion coaching we aim to use incidents to teach our children how to regulate and manage their own behaviour taking responsibility for their actions and developing strategies for the next time something goes wrong. This is supported by another programme at the heart of our behaviour approach -the Zones of regulation:

The Zones of regulation curriculum:

Emotions can be difficult for children to learn to recognise, name, express and regulate. We use the "Zones" to make them easier to talk about, think about, and regulate. The Zones of Regulation organises our feelings, states of alertness, and energy levels into four colored Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. This is a system used across school to help all children to check in with their emotions and to develop strategies to help them if they recognise that they are becoming dysregulated.

Support for misbehaviour:

Incidents of Low-level disruptions in class are recorded by teachers to enable monitoring and support from the Deputy and Headteacher. If there is a pattern of deteriorating or continued misbehaviour then parents are notified as soon as possible so that we can work together to correct the situation. It is not possible to notify parents of every incident but serious or persistent behaviours are communicated.

Some children in our school need extra support learning to manage their behaviour. We use a range of methods to do this including but not limited to:

- Support and monitoring from SMT, the Deputy or the Head.
- Closer supervision and monitoring –in some instances this may be recorded on ABC sheets to allow us to identify triggers and identify strategies to help
- Emotion coaching follow up discussions and support with an identified key member of staff –this may include social stories or debriefs following incidents.
- Restorative practices to ensure that relationships are not damaged following incidents.
- Referrals to outside agencies including the Inclusion team.
- Where behaviour is linked to a special educational need then referrals may be put in to SNEYS (Special needs early years team) or Outreach for advice and support.



- We may arrange Interventions such as fireworks in my tummy or small group emotion coaching, or zones work or work on the five point scale a strategy for helping children not to catastrophize and overreact to things.
- We may offer counselling through Insight or Reflexions for the pupil.

Sanctions for unacceptable behaviour

At Castlecroft there is no use of physical punishment.

We believe that sanctions should:

- be fair and consistent
- not be overused
- be carefully considered
- be given on the same day -there will however be rare instances where this is not possible
- not be shaming or used to embarrass
- not be mentioned once they are over to allow the child to have a fresh start
- take individual circumstances into account and be in proportion to the offence.
- focus on the behaviour and not the person
- be private rather than public reprimands whenever possible

Behaviour Stages

Staff will use their professional discretion to decide whether it is appropriate to use de-escalation techniques before giving sanctions. These may include but are not limited to:

- ✓ Asking the child to use the fidget tools
- ✓ Asking the child to use a "Power down" strategy or a movement break
- ✓ Asking a TA to speak to a child or to provide a movement break
- ✓ Offering a deep pressure massage-where we have parental permission to do so
- ✓ Offering a sensory break or a sensory circuit
- ✓ Providing a whole class movement break

There will be times however where this is not appropriate or where these have not worked and where a sanction is necessary to help the child reflect and learn why their behaviour is not appropriate. In these circumstances the following staged approach is used:

First step: Chance

- The pupil is given a CHANCE. This is the pupil's chance to correct the problematic behaviour before they move to the next stage

Second step: Reflection time within the classroom

- The pupil is asked to sit with a timer away from their peers in a quiet space within the classroom. This is 5 mins maximum and is time for the pupil to reflect on their behaviour so that they can return to the lesson and be successful
- The pupil can return before the timer has run out if they feel that they are now able to rejoin the lesson successfully
- The pupil may need to meet with the teacher at the end of the lesson (this may be in their playtime) to discuss the incident. If the pupil has successfully returned to the lesson this can be an opportunity to celebrate the positive change in attitude.

Third step: Reflection time in another classroom .



- The pupil will go to a different classroom with a 5 minute timer and again spend time reflecting on the behaviour choice that they have made. At the end of that time they should return to their class, apologise to the member of staff and rejoin the lesson successfully.
- The pupil may need to stay behind at the end of the lesson to make up the time they missed from the lesson. (This may be in their playtime)
- The teacher will be able to explain again what the issue was and to praise any positive change in behaviour

The teacher may use sanctions to support these stages including but not limited to:

- Keeping the child in to speak to them.
- Keeping a child in to complete unfinished work or keeping them in to make an apology to someone.
- Asking a child to repeat part of work that is not up to their usual standard.
- Moving a child to a new position in class for the rest of the lesson.
- Asking the child to step away from the class for a private conversation about the behaviour.
- Telling the child why their behaviour is not appropriate and pointing out the effect on the rest of the class or their learning or even to explain how the behaviour is affecting the teacher.
- Speaking to the child's parents about one off incidents, patterns of behaviour or persistent low level disruption.
- Speaking to the child and other peers to establish what exactly has happened before passing the incident on to SMT.
- Taking the child to a previous teacher to see if this behaviour was previously a concern.

Fourth step: Sent to the Head or Deputy Head (or in their absence another member of the Senior Leadership team)

- The pupil is taken to the Headteacher or Deputy Head for them to explain themselves. The Headteacher will make a decision as to whether to contact parents. The decision will depend upon the severity of the incident and whether this is an isolated incident or not.
- The pupil must apologise to the member of staff before they are able to return to the classroom. Failure to do this would demonstrate that lessons had not been learned and that respectful behaviour is still not evident. In this incident the pupil's parents would be contacted.

The Deputy or Head may use sanctions to support these stages including but not limited to:

- The pupil may lose some or all of a playtime or possibly even more than one playtime dependent on the nature and severity of the incident.
- The child may be asked to catch up on the work that has been missed or to write a letter of apology to the member of staff and this may be done in their playtime.
- Parents may be contacted.
- The pupil may be withdrawn from a lesson or part of the day to remove them from their peers.



An important part of our behaviour policy is that each lesson and day is a fresh start for everyone.

Important to note:

- ★ It is important to note that staff will use their professional discretion when deciding which stage to start at when applying this policy and the stages do not need to be followed consecutively. For instance, a pupil who has been repeatedly spoken to about shouting out in class may be told they are now going to go straight to a reflection time without a chance. And for example, serious incidents such as hurting another pupil or incidents of a suspected racist or bullying nature would always go straight to step four. Persistent or serious misbehaviour may be referred directly to another teacher or to the Headteacher or deputy Headteacher. The steps in the behaviour policy do not necessarily need to be followed in such instances.
- ★ When keeping children in staff will consider whether this is in line with any SEND plans for the child and will also check that if work is not complete it is not because it is too hard or that the child has not understood.

More serious incidents of unacceptable behaviour

Emergency system:

The school operates a walkie talkie and colour coded system to ensure that Senior Leaders and other staff can respond quickly in the case of an emergency. This Red Hand system is an emergency procedure. This can be used where there is a significant medical or behaviour issue ie a medical emergency or a child's behaviour has become dangerous, putting themselves or others at risk.

- Every class has a red hand on the door. In the instance of an urgent medical or behaviour related incident the red hand will be taken to an adult in school explaining where the incident is taking place and what help is required.
- Staff receiving a Red Hand should respond immediately and should let other adults know that there is an emergency within school. Any staff in the vicinity should respond.
- All classrooms also have phone systems so that the colour code can be passed on efficiently.

Incidents of serious unacceptable behaviour

Incidents of serious unacceptable behaviour including significant acts of aggression, significant acts of disrespectful behaviour to members of staff, homophobic or racist incidents and bullying incidents, will not be tolerated. (please refer to Anti bullying policy for more information.)

- The Head Teacher or Deputy Head teacher must be informed
- A decision will be made as to the sanction required
- Parents will be informed of the incident and the school's response
- A log will be kept of the incident, the school's response and outcomes of any action will be monitored

If a child is involved in a one-off serious breach of the school rules or **persistently** behaves in an unacceptable way, it may be deemed necessary by the head teacher and governing body to:



- issue a formal warning
 - impose a fixed term suspension
 - arrange to meet parents in school, with a governor if appropriate
 - Letters may be sent home reminding parents of the power to exclude a child
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- Permanent Exclusion remains as the last resort when other sanctions and a programme of support have failed or can be applied in cases of behaviour that may threaten the safety of the individual or others.

Behaviour related to Special Educational Needs

In cases where individual children experience difficulty in behaving consistent with a Special Educational Need and little progress in modifying their behaviour is noted following the consistent use of the school's usual range of rewards and sanctions, the child will need to be considered for inclusion on the school's special educational needs register.

If this is the case, the child's teacher will discuss the child with the SENCO, who is responsible for the behavioural aspects of the code of Practice for Pupils with Additional Needs. The SENCO will provide advice and support in the drawing up and implementation of appropriate plans or arrangements, in liaising with the child's parents and in enlisting their support. A Teacher and Parental concerns sheet will be completed to assist parents and school in identifying the area of need and where appropriate specialist advice will be sought. The SENCO will be able to signpost parents to additional support options or advise on how to access various pathways for assessment if diagnoses is deemed appropriate.

Physical Intervention:

All members of school staff have a legal power to use reasonable force. There are very limited circumstances in which the use of reasonable force is appropriate.

These are:

- where a pupil's behaviour is at risk of causing injury to themselves.
- where a pupil's behaviour is likely to cause injury to others (adults or children);
- where a pupil's behaviour is likely to cause serious risk of damage to property.
- Where a pupil is causing disorder.

Our policy is that reasonable force would only ever be used as a last resort after de-escalation strategies had been exhausted or in a serious emergency situation to keep children and staff safe for example if a child was in crisis and throwing objects which endangered other children or to split up children fighting. As a school we would always record any physical intervention and would share this with parents. This would be a one-off emergency use of physical intervention and any member of staff is able to intervene in these circumstances.

Behaviour and SEND:



For a very small number of children in school-usually with significant and complex special needs-we carry out risk assessments to ensure that we can manage their behaviours and that their staff team is up to date with triggers and the agreed response plan so that everyone deals with the pupil in a consistent and supportive manner. On these rare occasions physical intervention is often one of the planned interventions that we are aware that we may have to use. In this case parents are in agreement and the plan is shared with them.

These children would usually be supported by a one-to-one member of staff who would be vigilant in monitoring behaviour and the walkie talkie and coded system would be in place to get help quickly if necessary to keep everyone safe. Where physical intervention is used with these pupils it would be a planned intervention stated on their individual plans and staff who are Team Teach trained would be used. Any physical intervention would be recorded and parents informed.

Team Teach:

Team Teach is a certified behaviour programme upskilling staff in de-escalation techniques and physical interventions used to help children-usually with significant SEND needs or disability-when they are in crisis.

Recording incidents of unacceptable behaviour

Class low level monitoring log-Class teachers keep a monitoring log of persistent low level behaviour concerns. These help to show a pattern in behaviour that is useful in identifying triggers and ways to bring about improvements. They can be used to support meetings with parents and when discussing next steps with senior leaders and the Headteacher.

My Concern

Incidents of serious poor behaviour, particularly racist/homophobic incidents, bullying incidents and violent or aggressive incidents as well as records of physical intervention are recorded on the My Concern system. School record the incident, the actions taken as a result and the outcome as a result of the action.

Data is monitored to look for patterns including monitoring of protected characteristics.

Procedures for tackling incidents of poor behaviour at lunchtime

The head teacher and deputy head will support the lunchtime supervisors in helping to maintain the lunchtime as a fun, safe and respectful time in the school day by:

- sharing the behaviour policy with them so that there is consistency across school.
- Involving lunchtime supervisors in reviews of the behaviour policy
- Meeting with them regularly to discuss their concerns and share any safeguarding concerns
- Meeting with the Lead Lunchtime supervisor before and after lunchtime to discuss any concerns.
- Maintaining a visible presence at lunchtime
- Making themselves available to tackle incidents of unacceptable or dangerous behaviour
- Providing the necessary first aid training and training in behaviour management, emotion coaching and zones of regulation



During the lunchtime, incidents of poor or dangerous behaviour will be tackled in a similar way to other times of the day by

- Giving the children a **CHANCE** to correct the problematic behaviour
- Giving the children a Reflection time of 5 mins to reflect on the choices they are making before returning successfully to lunchtime. During time out the children will sit on the bench or stand by the wall or by a lunchtime supervisor.
At the end of the Reflection time the lunchtime supervisor will check with the child that they understand why they were given time out and seek reassurance that there will now be an improvement.
- If the problem persists the child will be asked to leave the playground and will be taken to the Head teacher or Deputy head to discuss the incident.
- Persistent poor behaviour at lunchtime may result in a request for a pupil to go home for lunch.

Recording of lunchtime behaviour incidents

- All lunchtime supervisors are assigned to a class. They will each have a lunchtime behaviour book which is given to the teacher at the end of each lunchtime to read through and is collected by the Lunchtime supervisor at the start of each lunch time. The book represents a line of communication between the class teacher and the lunchtime supervisor and is used to inform each party of things they need to be aware of.
- The lunchtime supervisors will use their professional judgement as to which incidents need recording and passing on to the teacher. Incidents that have been successfully resolved often do not need passing on. Incidents of persistent poor behaviour, dangerous behaviour or incidents that may continue into the classroom and disrupt the learning will need to be logged.

Policy review

This policy will be reviewed annually to assess its implementation and effectiveness. The policy will be promoted and implemented throughout school.

