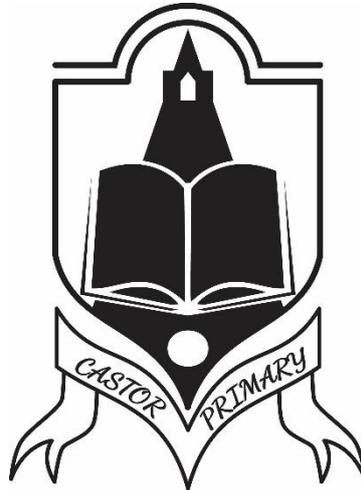


Castor Church of England Primary School

Policy Name: Behaviour Policy

Committee Responsible for Policy: Full Governing Body

Policy written by: Headteacher



Date presented to staff: July 2019

Date approved by Governors: July 2019

Signature: _____

Review Date: July 2021

Where: website, relevant to staff induction, school network – Staff > Policies > Curriculum, Personnel, Pastoral,

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Castor Church of England Primary School Behaviour Policy

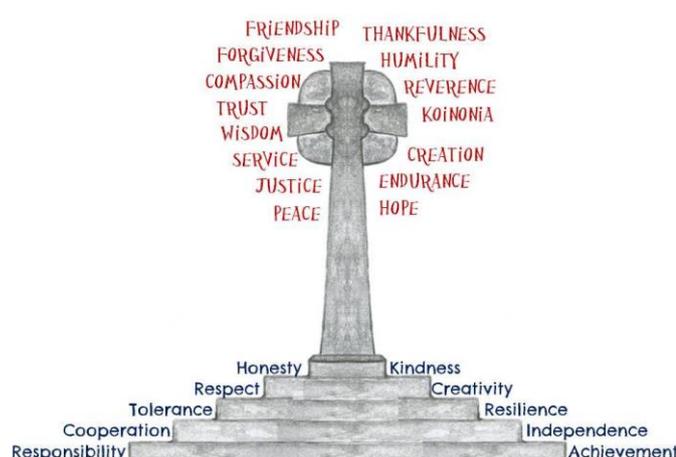
Our behaviour policy is underpinned by our Christian vision:

“We have faith in God, ourselves and everyone around us”

Jesus said, ‘if you believe, you will see the glory of God’ (John Ch 11 vs 40). He also gave his disciples a new commandment - to ‘love one another’ (John Ch13 vs 34). Yet still, “The apostles said to the Lord ‘increase our faith”’ (Luke Ch17 vs5).

Castor Church of England Primary School will be a place where all are encouraged to search for signs of God’s glory and, in so doing, people’s faith will be increased, and they will have the grace to follow Jesus’ commandment to love one another.

Our School Values



Our Christian values permeate all aspects of school life and we encourage the children to live these out in all that they do, with all children having the opportunity to flourish as children of God.

Introduction

The children of Castor C of E Primary School are expected and encouraged to behave well at all times. Our classroom and playground charters outline the children’s rights and the school’s expectations and serves to reinforce and reward positive behaviour. This policy also outlines the sanctions that will be applied, should children choose to behave inappropriately. At all times children must be treated equally and fairly. A positive partnership with parents is clearly an essential element to the success of this policy and its application. The policy is based on the Behaviour Principles set out by the Governing Body.

In line with our Christian vision of ‘having faith in God, ourselves and everyone around us’, we will place trust in what the children tell us, and encourage them to show the Christian values of honesty, responsibility and forgiveness when investigating and managing behaviour incidents. Any incident will be investigated fairly, equally and proportionately, with the civil standard of proof being applied where uncertainty remains.

Rewards:

Children will be rewarded for good behaviour using the following procedures:

- Praise and recognition
Children will be given praise and/or recognition for anything that they have done well in school. This can vary in the form it takes, and can include:
 - a verbal 'well done for...'
 - a visual 'thumbs up'
 - a written comment on a child's piece of work
 - sharing work or being sent to show work to another adult for feedback
- House Points:
Children are split into 4 houses - Juno, Ceres, Mercury and Neptune. Each house consists of children from each year group across the school and children with a sibling will be in the same house. Children are encouraged to collect points for their house which can be awarded as a result of children behaving well or in a manner which reflects our Christian ethos. Each house has a Captain and a Vice Captain from Years 5 and 6. They are chosen by the staff. All members of staff are in a house with the exception of the Headteacher. Each house has its own coloured container that is used to collect house points as and when they are given. The house points in each container are then counted at the end of the penultimate week of each half-term, with a reward given for the winning house during the last week of the half-term. This half-termly achievement is recognised with the presentation of a cup decorated with house ribbons. Each half-term the overall winning team will receive a treat for each member, e.g. a mufti day for each person in Juno House. House points may be awarded by **any** member of the school staff.
- Individual Rewards:
Children's behaviour is often rewarded with stickers or 'happy notes' given out by members of staff. Children are encouraged to take these home to share with their parents. Individual rewards can also include being noted in the 'Get Caught Being Good' book or a Headteacher award. Children can also receive an individual reward from their previous teacher or another teacher within school.
- Pupil of the Week
One child from each class is selected as 'Pupil of the Week' by their class teacher and will be presented with a 'Pupil of the Week' certificate in the Achievement Assembly on Friday. Parents or a family member will be invited to attend this assembly. Each teacher chooses the reason for the award and it is announced during Friday's assembly. These tend to focus on behaviour, hard work and having a positive attitude.

Sanctions:

If children behave in an inappropriate way the following sanctions will be applied by the adult directly responsible for child(ren) at that time. The categories of yellow, orange and red are hierarchical in terms of the severity of the sanction, as are the sanctions within each category. The sanction applied will be appropriate and in proportion to the behaviour. In the majority of cases, the sanctions will be followed in a hierarchical manner. However, there will be instances where this is not appropriate or proportionate e.g. a red sanction may be given immediately in extreme cases.

Castor C of E School Sanctions

Within your classroom you may:

- Be given a non-verbal reminder
- Be spoken to and reminded how to behave
- Be given a time limit to complete your work
- Be moved to another table to work
- Be moved to a table in the classroom to work on your own

If your behaviour has not improved you may:

- Miss part of your next break or lunchtime
- Complete your work during playtime
- Be sent to work in a different classroom
(A behaviour log will be created at this stage and your parents will be informed)

If your behaviour has still not improved you may:

- Be sent to the Upper / Lower School Leader
- Be sent to the Deputy Headteacher
- Be sent to the Headteacher
- Be prohibited from representing the school e.g. sport / choir
- Be placed on an individual behaviour support plan
- Be excluded
(A reflection exercise will be completed for any 'red' sanction)

- Red sanctions

If a child has worked through the yellow and amber sanctions without their behaviour improving, or if the behaviour displayed is deemed to cause harm to self, others or property, a red sanction will be put in place immediately. During this time a 'Reflecting on my Behaviour' sheet will be completed by the child (Appendix 1) and a reply slip will be sent home to parents. This slip should be returned to either the Lower / Upper School Leader, Deputy Headteacher or the Headteacher.

Should the incident be alleged to be racist or bullying then a racist or bullying incident form will be filled out (see appendix 3). The definition of racism adopted by the school stems from the Stephen Lawrence Inquiry Report, and is defined as 'Any incident which is perceived to be racist by the victim or any other person'. The definition of bullying adopted by the school is based on [Government guidelines for schools](#), and is defined as behaviour that is 'repeated' and 'intended to hurt someone either physically or emotionally'.

These occurrences are reported to the governing body as part of the Headteacher's report to governors. It is against the law to discriminate against someone because of a protected characteristic. In defining discrimination against a protected characteristic, the school follows the advice and guidance as set out by the [Equality and Human Rights Commission](#).

- Individual Behaviour Support Plan

Occasionally, there may be instances whereby a child needs extra support to regulate their behaviour. For these children, it may be necessary to devise an Individual Behaviour Support Plan. This plan outlines what the child needs to do to improve their behaviour, and also what the school will do to help them with this. Parents or any other agencies may also contribute to this agreement. This should support the child towards behaving in a more appropriate and acceptable way. This plan is drawn up in agreement with the child and their parents/carers and is signed by all parties, including the school

- Exclusion

Only the Headteacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods, or permanently. A fixed-period exclusion does not have to be for a continuous period e.g. if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

Reflecting on my behaviour

You are completing this sheet because you have behaved in a way which is not acceptable in Castor C of E Primary School. Please think very carefully when you are writing and be honest.

What I did ...

Why was this unacceptable?

What effect did my behaviour have on others?

What should I have done?

In the future I will ...

Signed:(Pupil) Signed SLT member

Child's name Class

Date

I have received my child's reflection sheet and have discussed their behaviour with them. Please return this slip to school in an envelope marked for the attention of the Deputy Headteacher or Headteacher.

Signed (parent/ carer)

Now that some time has passed since the unacceptable behaviour took place, please consider the following when evaluating how effective has the action taken been.

Have there been any further instances of unacceptable behaviour that are similar in nature to this one?

Have there been any further instances of unacceptable behaviour in a wider context?

Is any further action needed?

Signed:.....

Date:.....

Reflecting on my behaviour

You are completing this sheet because you have behaved in a way which is not acceptable in Castor C of E Primary School. Please think very carefully when you are writing and be honest.

I am sad because I	I am going to
	

This is what I told about what happened (adult to scribe)

Signed:(Pupil) Signed SLT member

Child's name Class Date

.....

I have received my child's reflection sheet and have discussed their behaviour with them. Please return this slip to school in an envelope marked for the attention of the Deputy Headteacher or Headteacher.

Signed (Parent/ career)

Now that some time has passed since the unacceptable behaviour took place, please consider the following when evaluating how effective has the action taken been.

Have there been any further instances of unacceptable behaviour that are similar in nature to this one?

Have there been any further instances of unacceptable behaviour in a wider context?

Is any further action needed?

Signed:.....

Date:.....

Individual Behaviour Support Plan

Name of child: _____ Year group: _____ Date: _____

Date plan started: _____ Plan number: _____

<u>Targets</u>	<u>Support</u>
<i>(insert child's name)</i> will:	Castor C of E School will:
1.	1.
2.	2.
3.	3.
4.	4.

.....

Pupil Signature _____ Date _____

Parent Signature _____ Date _____

School Signature _____ Date _____





Recording an individual racist incident

Please return this form to the Headteacher or Deputy Headteacher.
All racist incident forms will be filed in the Racial incidents file.

This information should be reported to governors as part of the Headteacher's Report.

Name of school: Castor C of E Primary School			
Date of incident		Time of incident	
Alleged Victim(s)		Alleged Perpetrator(s)	
Names:		Names:	
Number of males		Number of males	
Number of females		Number of females	
Pupils		Pupils	
Staff		Staff	
Other (eg parents / visitors)		Other (eg parents / visitors)	
Year group(s)		Year group(s)	
Ethnic group(s) of victim(s) – please tick, or if more than one put the number		Ethnic group(s) of perpetrator(s)– please tick, or if more than one put the number	
White British		White British	
White Irish		White Irish	
Any other White		Any other White	
Indian		Indian	
Pakistani		Pakistani	
Bangladeshi		Bangladeshi	
Any other Asian		Any other Asian	
Black Caribbean		Black Caribbean	
Black African		Black African	
Any other Black		Any other Black	
White and Asian		White and Asian	
White and Black Caribbean		White and Black Caribbean	
White and Black African		White and Black African	
Any other mixed		Any other mixed	
Chinese		Chinese	

Traveller		Traveller	
Any other ethnic group		Any other ethnic group	
Place incident occurred			
Classroom		Corridor	
Playground		Outside school	
Dining Room		Cyber incident	

Category of alleged racist incident e.g. racially motivated bullying			
Name calling		Physical abuse	
Inciting others		Abuse of personal property	
Jokes		Graffiti	
Use of racist language		Distribution of offensive material	
Refuse to co-operate, sit next to		Abusive letter(s)	
Cyber incident - e-mail, (mobile) phone calls / texts, social networking sites			
Other – please use this space to elaborate:			
Brief description of incident			
Outcome of investigation			
Was the allegation substantiated? Yes / No			
Action(s) taken – tick more than one box if appropriate			
Oral reprimand		Internal report	
Formal apology		Police involvement	
Removal of graffiti		Exclusion from activities	
Detention		Fixed term exclusion	
Involvement of parents/carers		Permanent exclusion	
Other action taken – please specify			

Racist incident reported by – please tick

Staff

Name:

Pupil

Name:

Other – please specify

Name:

Any other supporting information not covered above should be recorded here

Action Taken by SLT

Signed

Headteacher / Deputy Headteacher



Report of racist incidents in school to Governors

This information should be reported to governors as part of the Headteacher’s Report.

Name of school: Castor C of E Primary School			
Victim(s)		Perpetrator(s)	
Number of males		Number of males	
Number of females		Number of females	
Pupils		Pupils	
Staff		Staff	
Other (eg parents / visitors)		Other (eg parents / visitors)	
Total no of victims in academic year		Total no of perpetrators in academic year	
Ethnic group(s) of victim(s) – please tick, or if more than one put the number		Ethnic group(s) of perpetrator(s)– please tick, or if more than one put the number	
White British		White British	
White Irish		White Irish	
Any other White		Any other White	
Indian		Indian	
Pakistani		Pakistani	
Bangladeshi		Bangladeshi	
Any other Asian		Any other Asian	
Black Caribbean		Black Caribbean	
Black African		Black African	
Any other Black		Any other Black	
White and Asian		White and Asian	
White and Black Caribbean		White and Black Caribbean	
White and Black African		White and Black African	
Any other mixed		Any other mixed	
Chinese		Chinese	
Traveller		Traveller	
Any other ethnic group		Any other ethnic group	

Place incidents occurred			
Classroom		Corridor	
Playground		Outside school	
Dining Room			
Cyber incident			
Other – please specify			
Category of racist incidents			
Name calling		Physical abuse	
Inciting others		Abuse of personal property	
Jokes		Graffiti	
Use of racist language		Distribution of offensive material	
Refuse to co-operate, sit next to		Abusive letter(s)	
Cyber incident			
Number of exclusions resulting from racist incidents			
Fixed term exclusions		Permanent exclusions	
Signed		Headteacher	

Additional notes (if required):

Recording an individual bullying incident

Please return the forms to the Headteacher or Deputy Headteacher.
All bullying incident forms will be filed in the Child Protection files.

This information should be reported to governors as part of the Headteacher's Report.

Name of school: **Castor C of E Primary School**

The following pages detail a range of forms which can be used by the school to record and monitor bullying/harassment incidents. These include:

Form A:

Bullying/harassment victim reporting form

Form B:

Bullying/harassment witness reporting form

Form C:

Bullying/harassment incident recording form

Form D:

Bullying/harassment review sheet

FORM A
Bullying / harassment – Victim report form.

Name		Date	
------	--	------	--

Please describe what happened, what you saw and heard and how it made you feel.

--

When did it happen? (date and time)

--

Where did it happen?

--

Who was involved?

--

Do you think anyone else saw or heard it?

--

Has anything like this happened before?

--

If it has / were the same people involved?

--

What do you want to happen now?

--

Is there someone in school that you feel comfortable to talk to and to be supported by?

--

Person Completing the form

Name

Signature

FORM B
Bullying / harassment – Witness report form.

Name		Date	
------	--	------	--

Please describe what happened, what you saw and heard.

--

When did it happen? (date and time)

--

Where did it happen?

--

Who was involved?

--

Do you think anyone else saw or heard it?

--

Has anything like this happened before?

--

If it has, were the same people involved?

--

Person Completing the form

Name

Signature

FORM C
Bullying / harassment incident form

Name of school	
Date	
Name of Victim	
Name of perpetrator (s)	
Date reported	
Date of incident	
Reported to	
Reported by	

Victim Profile (tick as appropriate)

Child in care		Traveller Child	
Child Protection register		Gifter/Talented	
Learning disability		Young Carer	
English as an additional language.		Involved with Educational Welfare	
Religion:			

Bullying Behaviours involved (Tick as appropriate)

Physical behaviour		Threats	
Taking belongings		Causing damage to property	
Name calling		Taunting	
Verbal abuse		Spreading nasty rumours	
Sending notes		Graffiti	
Text message bullying		Mobile phone calls	
Picure / \video via mobie		Email bullying	
Websites		Chat rooms	

Location of incident

--

Frequency and duration of bullying behaviour (Tick as appropriate)

Reported after the first incident		Two or three times	
Several times		Persisting throughout the term	
Persisting for more than one term			

Details of action taken (Tick as appropriate)

Checked for other known incidents involving the same pupils		Notified class teacher	
Individual discussion with those involved		Notified parents/ carer (s)	
Group discussion with those involved.			

Other action taken (Tick as appropriate)

Medical treatment		Report to governors	
Police involvement			
Support from specific staff		Names staff:	
Referral to other agencies (Please provide details)			
Others (Please provide details)			

Details of support systems / actions agreed with child and Parents/Carers

--

Details of sanctions applied in line with school behaviour policy

--

Person Completing the form

Name	
Signature	

Follow up date set	
With whom	

FORM D
Bullying / harassment – Review sheet

Outcomes and follow up

Name	
Date	

Has the bullying stopped?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Details of further action taken if required

Action	
By whom	
By when	
Further date for follow up	

Was the targeted child and his/her parents/carers satisfied with the outcome.

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Further comments

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Person Completing the form

Name	
Signature	