



# Castlecroft Primary School

Behaviour Policy  
- to be used in  
conjunction with  
Anti-Bullying Policy

**CASTLECROFT PRIMARY SCHOOL**  
**BEHAVIOUR POLICY**

Our aims for the children at Castlecroft:

“We, at Castlecroft, are concerned with the whole education of the child. We hope, above all, that each child will develop fully to his or her potential by providing equality of opportunity throughout the curriculum. Our aim is to provide skills and knowledge for the children to understand the world around us, and for use in adult life. We aim to develop young people who have experienced some success in school and have positive attitudes about themselves, and children who are becoming socially aware and will become caring members of the society”

Castlecroft Prospectus

The school supports the Primary Curriculum Aims of Wolverhampton Education Authority, promoting and fostering development of skills, interests and attitudes which are appropriate to the intellectual, physical, emotional and social stages of each child’s development.

**Aims of the Behaviour / Discipline Policy**

- \* To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
  
- \* To create an environment and atmosphere where effective learning can take place.
  
- \* To develop mutual respect for each other and a respect for the school and the wider environment

- \* To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
  
- \* By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
  
- \* To teach, through the school curriculum, values and attitudes as well as knowledge and skills.  
(This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
  
- \* To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
  
- \* To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
  
- \* To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

## **CODE OF CONDUCT**

The School has a few important rules. The staff are asked to help in their implementation. These rules aim to make the children's life in school safe, happy and one which allows them to learn.

### **OUR SPECIAL RULE "ALWAYS TREAT OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU."**

- 1) All members of the school community are asked to respect each other.**
- 2) All children are expected to respect their teachers, other adults and fellow pupils.**
- 3) All children are expected to respect their own and other people's property and to take care of books and equipment.**
- 4) Children are asked to be well behaved, well-mannered and attentive.**
- 5) Children should walk (not run) when moving around the school.**
- 6) If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter where possible, that day.**
- 7) Physical violence is not acceptable, neither is retaliation.**
- 8) Foul or abusive language must not be used.**
- 9) Children are expected to be punctual**
- 10) Children must not bring sharp or dangerous instruments to school.**
- 11) Children should wear the correct school uniform. Jewellery is not allowed to be worn in school. This includes - bangles/bracelets , rings, and all ear rings except for very simple studs. (Jewellery worn for religious reasons is an exception)**
- 12) No trainers are allowed as footwear in school and can only be worn for P.E. lessons or playing football at play times. Fashion shoes are not encouraged and high heels and sling back shoes are thought unsafe.**
- 13) Children are not allowed on the grassed areas of the playground unless given permission by the member of staff on duty or the Dinner Staff.**
- 14) Children are not allowed on the grassed area at the back of the school without supervision.**
- 15) If milk is not ordered then a drink can be brought in. This must not be a fizzy drink or a drink in a glass bottle.**

## Relevant extracts from Castlecroft Health and Safety Policy

### Code of Conduct for Day Visits

Before embarking on a visit, each member of staff is asked to run through the expected Code of Practice with the children concerned. Before a residential visit, the same practice will be followed, but in this case each parent will receive a copy of the code.

- 1) The children will come to school appropriately and 'well-dressed' whether uniform or non - uniform is required.
- 2) The children will remain seated throughout the coach or mini - bus journey. (N.B. Neither the front seats nor the centre-back seat will be used by children.)
- 3) Children are not encouraged to eat on the coach but where this is permitted all rubbish must be disposed of carefully.
- 4) Where seat belts are available in the coach / bus, then children must use them at all times. The coach / bus must not commence the journey until all the children are secure.
- 5) Under no circumstances must the children distract the driver.
- 6) Children will remain with their teacher at all times and under no circumstances leave the group (N.B. If he / she wishes to go to the toilet, they must ask the teacher in charge and go accompanied)
- 7) Under no circumstances should children use foul language.
- 8) Children should show respect for the buildings visited, their contents and their surroundings.

9) Children should treat all members of the public courteously and with respect.

10) All litter will be disposed of in the appropriate manner.

11) The children will walk together in an orderly and sensible manner, making sure that they never leave the main group unless under guidance.

### **Code of Conduct for Residential Visits.**

(This is in addition to the general Code of Conduct and may well have additional items specific to the visit in question.)

1) Always be on time.

2) Meals will be served at set times.

3) Pupils must at all times behave with reasonable care and show consideration for others.

4) All activities must be supervised by a teacher or instructor.

5) Bedrooms are out of bounds to members of the opposite sex after 'lights out.'

6) Any damage to the tent or hostel fittings or furnishings must be reported immediately. Accidental damage will not be a problem but damage caused deliberately or caused by foolish behaviour may have to be paid for by the parents of the individual concerned.

8) Any loss of baggage, equipment, money etc. must be reported to the party leader immediately.

## Objectives

Teachers and those involved in direct contact with children should:

- a) Always focus on examples of good behaviour.
- b) Give praise where appropriate
- c) Make it clear that it is the behaviour that is unacceptable and not the child.
- d) Give clear and frequent reminders of what type of behaviour is expected.
- e) Devise a code of behaviour that is clearly understood, that is consistent and fair both with praise as well as punishment (Class Rules can be devised by the children themselves through discussion with their teacher. This takes place at the beginning of each academic year in P.S.H.E. lessons. These are to be displayed as positive rules in the classroom). Whole school rules are to be displayed around the school.
- f) Be responsible for the behaviour of all children within sight and sound.
- g) Provide a relevant and appropriate curriculum delivery using teaching methods to motivate children.
- h) To set an example whether in dress, manner, punctuality, courtesy and care.
- i) To be aware of the possible reasons for bad behaviour.

- j) To encourage more parental involvement, support and understanding, and inform them of their child's behaviour, desirable and undesirable.
- k) Aim for 'prevention' of bad behaviour rather than 'cure' e.g. present in class at the start of a lesson; a quiet word or look for minor offences.

### **Areas / Levels of Responsibility**

- a) The responsibility for good discipline is a shared partnership between parents and school.
- b) The Headteacher is responsible for overall discipline, but general behaviour around school is the responsibility of all staff. This includes teachers, NNEB's, dining supervisors and all other employees of the school.
- c) During teaching time, responsibility for good behaviour and discipline lies with the class teacher. A system for reporting emergency situations to the Headteacher is in existence.
- d) During lunch-time, responsibility lies with the Supervisory assistants and Headteacher.
- e) Serious and persistent bad behaviour should be reported to and dealt with by the Headteacher or Senior Managers and a record kept. Incidents may subsequently be reported to parents, with an invitation, if necessary to come into school to discuss possible actions.
- f) Exclusion or suspension of a pupil will only be used as the final resort after consultation with parents and the Governing body, and only then, after following the procedures laid down by the L.E.A.

## The Reward and Sanction System

### Rewards

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

The emphasis should always be placed on the positive approach of encouragement and praise.

a) The first consideration must be to identify which behaviour we should encourage and reward:

1. Politeness and respect for others.
2. Thoughtfulness.
3. Willingness to help others in a constructive way.
4. Walking away from confrontation.
5. Honesty.
6. Co-operative behaviour
7. Tidiness.

b) Ways in which rewards may be given:

1. Verbal praise/encouraging smile.
2. Doing jobs/having responsibilities.
3. Public mention and acclaim (in Assembly)

4. House points in Junior/Infants departments.
5. Merit Awards
6. Sending to Headteacher/Senior Manager/ Phase leader for praise.
7. Written comments/stickers to work.
8. Good work assembly
9. Letter/notification to parents for some action deserving praise.

It is important to remember to be consistent with rewards that are given. Praise has a reinforcing and motivational role. The aim is to make the child feel that he/she is valued.

The Castlecroft scheme is based on merit awards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

### **The Award System**

The children have been divided up into four Houses – Clee, Clent, Malvern & Wrekin - with family groups remaining in the same House. Children are awarded merits for thoughtfulness, being helpful, effort, good work etc. These house-points are recorded on a chart in the classroom. Each team's points are counted up at the end of the week, and the winning House announced in assembly when the House Trophy is tied with a ribbon of the winning house's colours and presented to the two House Captains. (These are year 6 children elected by all the Key Stage 2 children in that house) At the end of the academic year, the overall winner is presented with the trophy.

We hope that children will encourage members of their House to try their best in every aspect of school life.

Please try to ensure that the Head Teacher receives any Merit Awards or House-point Certificates by Friday morning before he signs them and presents them to the children during Good Work Assembly.

Merit Awards (available from a magazine file in the Staff Room ) are given to children for 'exceptional' work or behaviour. The Head Teacher signs the Merit Award and presents it to the child in an assembly.

Good Work Assembly takes place every Friday. The whole school is in attendance. Each staff member chooses about four or five examples of 'Good Work' showing either:

- high standards
- improvement
- or - exceptional effort.

Each child showing their work receives a special certificate (available from a file in the staffroom)

Incentive stickers, smiley faces and stamps are often used. In addition, each class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in and out of school in assemblies and on their own Record of Achievement in their Pupil Portfolio

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

## **Sanctions**

Sadly, there will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour / Discipline Policy must state these boundaries firmly and clearly.

Minor breaches of discipline are generally dealt with by the, class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology and loss of responsibility.

If a child misbehaves on the playground, the teacher on duty sends them in to stand in the corridor with the teacher on duty inside.

For individual problems that need monitoring, there is a 'Record of Behaviour Problems' and a Behaviour Monitoring Diary available from The Headteacher

## **Behaviour-Management Techniques**

It is important to have a fairly long and varied list so that the ultimate sanction is not reached too soon. Whatever the sanction is, to be effective, avoid over-use. The object of any sanction is to bring about improved behaviour.

1. Checking behaviour immediately.
2. Appropriate sanction for a minor offence, e.g. picking up litter for those who drop it.
3. Repeat unsatisfactory work.
4. Time out
5. Loss of privileges/break times/jobs.
6. Referral to Headteacher/Senior Manager/ Phase Leader
7. Parental consultation.
8. Placing on report/written communication on a regular basis.

Sanctions need to be constructive and appropriate to the offence, but teachers must be able to use their own professional judgement. Sanctions should be flexible, and should not leave a teacher or a senior member of staff no room for manoeuvre. The most powerful sanction is disapproval and especially peer pressure.

## **Procedures for dealing with disruptive children**

1. Teachers must keep a record of the name, incident, date, time and course of action for serious and persistent bad behaviour.
2. Try various sanctions, allowing time for improvement.
3. Use a Monitoring Diary to be sent home daily
4. Include child's name on Special Needs Register with targets agreed with child and parents and reviewed regularly.
5. Discuss the situation with Headteacher.
6. Parents to be interviewed about behaviour and possible course of action.
7. Involve Educational Psychologist or E.S.W. or Reducing Disaffection Team if necessary.
8. Put children on report after discussion with parents, and review regularly.
9. Extreme or persistent behaviour after following above procedures may result in exclusion

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher or the Senior Manager who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

### **Procedures for Dealing with Major Breaches of Discipline**

- \* A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- \* Withdrawal from the classroom for the rest of the day
- \* A letter to parents informing them of the problem
- \* A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- \* If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body
- \* A case conference involving parents and support agencies
- \* Permanent exclusion after consultation with the Governing Body and the LEA
- \* Parents have the right of appeal to the Governing Body against any decision to exclude

N.B. A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

## **Lunchtime Supervision**

At lunchtime, supervision is carried out by the Senior Midday Supervisor and a team of lunchtime supervisors. The Senior Supervisor can refer to the Headteacher or the Senior Manager if necessary. The Supervisor and her team are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to stand in the corridor or against the wall in the playground. This usually takes the heat out of the situation. The Supervisor and her team must inform individual staff of children in their class who have been involved in incidents that cause concern.

The Senior Supervisor and team must be treated with the respect expected by all adults at Castlecroft. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Senior Manager. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

## **Parents**

Parents can help:

- \* By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
  
- \* By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement

- \* By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- \* By knowing that learning and teaching cannot take place without sound discipline
- \* By remembering that staff deal with behaviour problems patiently and positively

### **Care and Control of Children**

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

### **Intervention**

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

An incident form should be filled in and the situation discussed with the Headteacher or Senior Manager.

The Headteacher or Senior Manager will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies social services, psychological service etc.

## **Behaviour Modification Policy**

At Castlecroft, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- \* Change in classroom organisation
- \* Using different resources
- \* Using tiny steps which are devised for each child (eg. sitting on chair for given length of time, putting hand up to answer questions)
- \* Rewards of stars/smiley faces on work, on charts and in special books
- \* Use of merit awards, special stickers for such things as listening, being kind, helpful etc
- \* Sharing good behaviour with other children in other classes
- \* Involving parents at an early stage to make an action plan together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

## **Points to consider**

A) Children are disruptive for all sorts of reasons. Try to identify the reason and then the strategy that may be the effective remedy.

- \* Boredom leads to excitement from misbehaving and making other children and teachers react to them.

- \* Disruptive children often have a low opinion of themselves, which can lead to aggressive behaviour.

- \* Insecurity at home.

- \* Psychological or learning difficulties.

- \* Emotional difficulties.

(N.B. If a child starts to display sudden noticeable differences in behaviour for no apparent reason or drastic mood swings, the member of staff is asked to discuss this concern with the member of staff responsible for Child Protection)

B) Be aware of classes taught by supply teachers. Regular checks may be necessary to avoid disruption.

C) In an emergency or a serious incident, a message should be sent to the Headteacher to come to the classroom.