



Castle Batch Primary School Academy

Behaviour Guidance

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Castle Batch Primary School Academy

BEHAVIOUR FOR LEARNING GUIDANCE

Principles

Castle Batch Primary School Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour guidance informs staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Our school aims include

We aim for all Castle Batch children to be able to say:

- I am independent – I can think for myself and make positive choices;
- I can play and learn as part of a team and be respectful of others;
- I know how to keep myself safe and be physically and mentally healthy;
- I know the difference between right and wrong and understand the consequences of my actions;

The aims of this policy are to

- Create a culture of exceptionally good behaviour: for learning, for community and for life;
- Ensure that all learners are treated fairly, shown respect and promote good relationships;
- Help learners take control over their behaviour and be responsible for the consequences developing compassion for others;
- Build a community which values kindness, peace, care, good humour, good temper and empathy for others;
- Encourage skills of self-discipline in preparation for lifelong learning • Help children know the difference between right and wrong thereby encouraging an increased awareness of justice;
- Recognise, reward and celebrate positive behaviour;
- Help children to understand and respond to the boundaries of what is acceptable; • Encourage a culture of forgiveness;
- Create a positive environment to enable learning to take place successfully; • Ensure that children, parents, staff and volunteers know the school's rewards and sanctions system;
- Ensure that pupils are aware that behaviour is a choice.

This policy includes all pupils in our school and may be differentiated according to the age and stage of the pupil's development and to support pupils with SEND, if appropriate.

Purpose of the guidance

To provide simple, practical procedures for staff and learners that:

- Recognises behavioural norms and school expectations
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

How will staff behave?

1. Staff will demonstrate relentless kindness
2. Staff will demonstrate relentless consistency
3. Staff will demonstrate relentless clarity

3 Rules

1. Be Kind
2. Listen
3. Be my best

3 key ways to recognise conduct that is 'over and above'

1. Through public recognition at weekly "learning champion" assembly
2. Through the use of positive conversations with peers, parents and carers (this may include phone calls home, positive notes, and emails)
3. Through nomination for Friday Phone Calls

Support beyond the classroom for repeated behaviour

1. Referral form for PFSW (see appendix 1)
2. Referral to Senior Leadership Team (SLT)
3. Learning Journey involving parents and professionals

Alternatives to exclusion

1. Use of internal seclusion at break and lunch
2. Use of internal seclusion during class time

Consistency in practice

- **Consistent language;** consistent response: Referring to the school rules (which also has visual symbols), simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Ensuring 'certainty' in the classroom, outside of the classroom and at senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent respect** from the adults
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- **Consistently reinforced routines for behaviour:** In classrooms, around the site, at

reception.

- **Consistent environment:** calm and productive

All staff

1. Meet and greet
2. Refer to 'Be kind, listen and Be my best'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (recognition board).
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions (Identify good behaviours within the class. I can see.., verbalise wanted behaviours)
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are making the wrong choices.

Pupil Family Support Workers

PFSW are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. Praise should be genuine and specific.

Whole School level

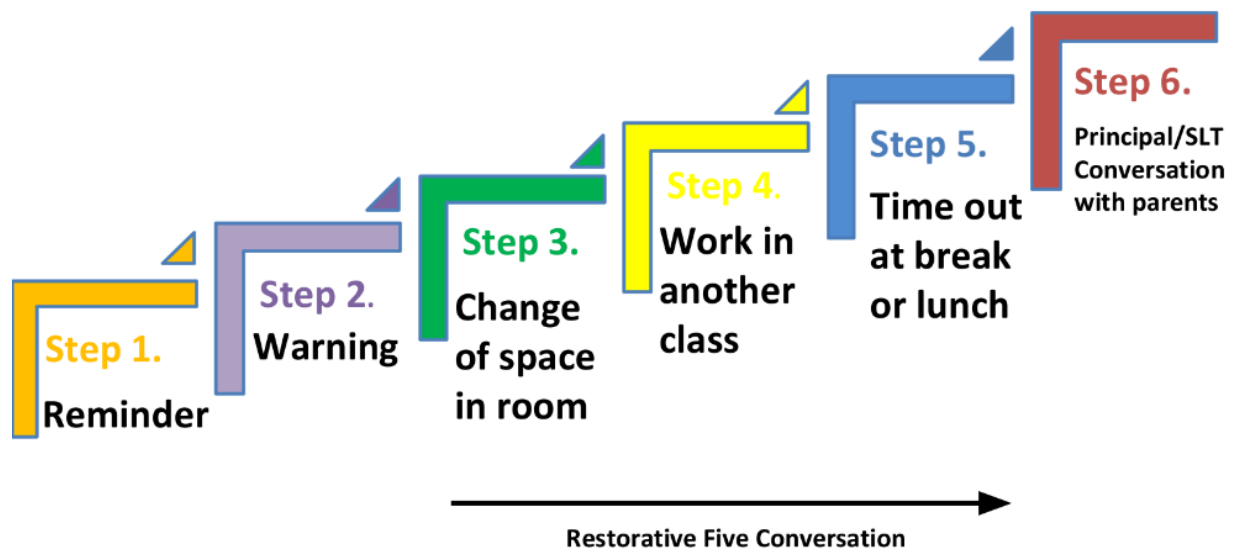
1. Learning champion during weekly celebration assembly and Hot Chocolate Friday (Weekly)
2. Little Heroes nominations and rewards (Termly)
3. Friday Phone Calls (Weekly)

Classroom level

1. Positive praise and acknowledgement
2. Recognition boards
3. Share successes with another adult – e.g notes home, additional phone calls, catch up on the playground, sharing with another member of staff.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct: These steps should be displayed in every classroom and communal area. (see appendix one)



1) The reminder

A reminder of the expectations for learners delivered to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

2) The warning

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged:

30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allowing them time to decide what to do next. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and instead spend our energy returning learners to their learning.

3) Removed from the group (time-away/ opportunity to reflect)

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- The learner is asked to reflect on their next step. Again they are reminded of their previous good conduct/attitude/learning.
- Learner is given a final opportunity to re-engage with the learning / follow instructions

4) Moved to partner class (time out/ further opportunity to reflect)

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be referred internally to another class for the set period of the lesson. All

internal referrals must be recorded on CPOMS and the learning missed must be completed. At this point, parents and/or carers will be informed. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

5) Playtime or lunchtime seclusion

If the child then chooses not to adapt his/her behaviour or refuses to comply with the above steps (including leaving the classroom without permission), the child will be secluded from a part of a break or lunchtime to make up for lost time within the lesson. This must be recorded on MyConcerns.

6a) Referral to the SLT and formal meeting with parents

Repeated incidents where the child experiences seclusion will be referred to a member of the SLT and the teacher will hold a formal meeting with parents. The teacher might wish to request advice and support from the SENCo and it might be deemed appropriate that the child has a Learning Journey (see below)

6b) Partnership stage (Learning Journey)

The partnership stage will be implemented where there is a major cause for concern. If a child requires an individual behaviour plan they must also be placed on the special educational needs register for their behaviour. The learner will be given time with the Pupil and Family Support Worker (PFSW) who will:

- Support and if necessary facilitate the Reparation Meeting between a family member, the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor, review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Principal or Vice Principal All of these matters will be confirmed in writing and recorded on CPOMS. The Learner remains the responsibility of the class teacher

What about after?

Restore - to be used after time out, time in another class, lost playtime

Restorative conversations are a core part of repairing damage to trust between staff and learners. Our restorative conversations are structured in 5 steps:

1. What's happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

The conversation should finish with reaffirming your commitment to building a trusting relationship.

Staff will take responsibility for leading restorative conversations and learning mentors will support if requested. Learners may have their behaviour monitored by teachers to show progress towards agreed targets. We make sure that this is done discreetly.

Clear breaches of the school rules where a child deliberately hurts another child or adult, swears, spits or is rude to an adult will lead to a referral to a member of the senior leadership team. Also included in this are incidents of racist, sexist and homophobic language. On this occasion parents/carers will be informed by a phone call and an internal seclusion for a fixed period of time at break and lunch will be agreed.

If the behaviour escalates, this may progress to an internal seclusion during class time – working in the library/office.

If necessary a fixed term exclusion will be issued. Parents will be informed of the reasons for the exclusion and will be advised as to the length of the exclusion. After a fixed term exclusion, a restoration conversation will take place. Sometimes if behaviour continues to escalate a permanent exclusion may be unavoidable.

Monitoring and Evaluation

The school will undertake regular audits of behaviour to link in with the regular review of the policy. This will allow the school to measure the effectiveness of the policy and the strategies being used.

Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The school rules and **Be kind, Listen, Be my Best** must be referred to in conversations around conduct.

Consistencies

1 Meet and greet

2 Model positive behaviours and build relationships.

3 Plan lessons that engage, challenge and meet the needs of all learners. 4 A mechanism for positive recognition is used in each classroom throughout the lesson. 5

Refer to school rules in all conversations about behaviour.

6 Be calm and give 'take up time' when going through the steps. Prevent before sanctions.

7 Follow up every time, retain ownership and engage in reflective dialogue with learners.

8 Never ignore or walk past learners who are behaving badly.

Steps Actions

1) Reminder: A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

2) Warning: A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

3) Time Out: Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

4) Internal referral: At this point the learner will be referred internally to another room in the department for the remainder of the lesson or miss a playtime. All internal referrals must be recorded on SIMS

5) Playtime or lunchtime seclusion

6a) Referral to the SLT and formal meeting with parents: A meeting with the teacher, learner, family member and learning mentor documented and saved in safeguarding file with agreed targets that will be monitored over a set time period.

A Serious Breach is an incident that may lead to a fixed term exclusion.

6b) Reparation: A restorative meeting should take place as soon as possible. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.