



BEHAVIOUR AND DISCIPLINE POLICY

At Caton Primary School, every child will have the chance to shine and to learn with laughter. They will grow in confidence and be well-prepared for life's opportunities and challenges.

1. Aims

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The policy underpinned by the following guiding principles (agreed by the Governing Body):

- Every child has the right to learn without disruption.
- Everyone has the right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse.
- We will communicate expectations of behaviour clearly.
- We will create a culture where pupils and staff flourish in safety and dignity.

- All children (including those with Special Educational Needs) will be treated fairly, according to their needs and developmental stage.
- We will promote, among pupils, self discipline and a proper regard for authority.
- We have high expectations of everyone and we will actively promote equality with regards to race, gender, age, sexuality, religion or disability.
- We will seek to eliminate all forms of discrimination, harassment and bullying.
- We will promote positive behaviour, underpinned by developing an intrinsic desire in pupils to make the right choices.
- All adults (staff and volunteers) will be excellent models of behaviour in all aspects of school life.
- We seek to give every child a sense of personal responsibility for their own actions.
- Where there are significant concerns over a pupil's behaviour, we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support and intervention will be issued at the earliest opportunity.

2. Code of Conduct

We try to maintain a safe and calm atmosphere in and around school. Staff role model excellent behaviour. They have high expectations of pupils and encourage them to have high expectations for themselves.

This code of conduct has been formulated with the safety and well-being of the children in mind, to enable the school to function efficiently as a place of learning, and to ensure our children always present themselves in the best light when representing school (on or off the premises).

2.1 Expectations of Pupils

- Be ready for the start of the school day
- Be kind, caring and helpful to all
- Listen politely to everyone

- Speak quietly to everyone
- Work hard and always do your best
- Move calmly and sensibly around our school
- Respect our school and keep it clean and tidy
- Respect all others and their possessions
- Make it easy for everyone to learn and for the teacher to teach
- When outside of school, remember you are an ambassador and represent us all.

2.2 Expectations of Parents

Parents can help by:

- Making sure that children are on time for school each day
- Making sure that children wear the correct uniform
- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending parents' evenings, functions and by developing informal contacts with school.
- Understanding that effective learning and teaching can only take place when high standards of behaviour are shown by all children.
- Remembering that staff will always deal with behaviour problems fairly, patiently and positively.
- Reading and signing our home/school agreement.

2.3 Expectations of Staff

All adults will:

- Be excellent role models in their interactions with each other
- Have zero tolerance for any form of bullying or discrimination
- Have high expectations for every child

- Listen attentively to each child without prior judgement
- Treat every child fairly and with respect, taking into account their unique needs and developmental stage
- Wherever possible, engage pupils in a restorative process to improve future behaviour

3. Routines

3.1 Start and end of day routine

- Children line up quietly as the bell rings
- All children will be led into school by a teacher
- Everybody is expected to walk into school in a calm and orderly manner
- When children reach their classroom, they are expected to retrieve anything that they need from their bags and then place their bags and coats on pegs/in lockers
- Children will enter the classroom to calm music playing and have a learning task to complete
- At the end of the day, children will be led to their usual dismissal exit by a teacher
- Children remain with a teacher until they are collected by an adult or will walk home if prior arrangements have been agreed
- Children who are attending After School Club will go to the dining hall and meet a teacher there
- Any child who is not collected on time is expected to wait with the dismissing teacher whilst a parent/carer is contacted

3.2 Playtime and Lunchtime Routines

- The bell rings at the end of playtime. On the first bell, all children will stop. On the second bell, the children will tidy equipment away quickly and walk into school in a calm and orderly manner, ready to work.

- Children may be awarded points for good manners, thoughtfulness, being helpful etc. by the welfare staff.
- Children are encouraged to show good table manners and thoughtful behaviour while eating their lunch.
- We expect that all adults working in school, whatever their role, will be treated with equal respect by children at all times.

3.3 Classroom routines

Appendix A outlines the minimum expectations of behaviour in the classroom for each class. These expectations are explained to the children at the start of the year, are referred to daily and are on display in classrooms as a reminder.

4. Rewards

- Children can be rewarded for academic and non-academic achievements - for effort, for being caring, and for all aspects of good work and behaviour.
- Individual awards - super citizen, wonderful worker and golden pen awards are presented in assembly where teachers explain why the awards have been merited. The names of the children winning these awards are also featured on the weekly newsletter and published on the website.
- Team points are used to reward children for positive behaviour and good work and achievements. All children are in one of four teams.
- The winning team is celebrated each Friday in our celebration assembly.

5. Sanctions

Sanctions will be proportionate to the pupil's actions and developmental stage and could include:

- Time out at the next playtime to have a restorative conversation with a member of staff and other children who may be involved.
- Removal from an activity to provide the children with reflection time and to keep them safe.
- Contacting parents
- Withdrawal from privileges e.g. clubs, etc.

- Withdrawal from school trips when the child's behaviour is identified in the risk assessment as a health and safety issue.
- Exclusions – which may include internal exclusions/seclusion (See the school's exclusions policy)

A flowchart can be found in Appendix B with details of the stepped approach.

If negative behaviour continues, then the difficulties should be discussed with the Headteacher and a Behaviour Support Meeting may be requested, which parents would be expected to attend.

When pupils do not respond to the rewards and sanctions set in place by this policy, the Headteacher can decide to request a multi agency assessment for the child involved.

6. Recording Incidents

There are times when children will make wrong choices. In some cases, this may be because children are not in control of their emotions, and they will not therefore be able to make the right choices. Children need to discover where the bounds of acceptable behaviour lie, as this is an essential part of growing up and becoming responsible members of a community and adults need to acknowledge unique instances where children do not have the ability to make rational choices.

- The class teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding the age of the child and their unique circumstances when considering possible sanctions.
- Reports of child on child abuse will always be treated seriously and investigated thoroughly.
- Each case will be treated individually.
- Children are made aware that they are responsible for their own actions and that a restorative approach builds relationships and develops self-managing behaviours.
- Normal sanctions begin with a verbal reprimand and a reminder of expected behaviour.
- Where behaviour has warranted a sanction, it will be recorded on CPOMs, the school's behaviour log.
- This is regularly reviewed by the Headteacher to look for patterns of behaviour.

- A suitable reparation will be decided by mutual agreement between the affected parties. (see Appendix C)
- If problems are serious, persistent or recurring, parents will be informed.
- Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

7. Child on Child Abuse

When identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Changes to their social group, e.g. spending time with older pupils, or social isolation
- Alcohol or substance misuse

Where a pupil is displaying signs of being impacted by child-on-child abuse, or perpetrating child-on-child abuse, staff will report this to the DSL as soon as is reasonably practical.

Staff will challenge all instances of abusive or harmful behaviour displayed by pupils that they witness or are reported to them. Staff will not wait for concerns or situations between pupils to escalate before intervening; minor or singular instances of abusive behaviour will still be brought to the attention of the DSL and the pupil will always be spoken to about their behaviour and disciplined, where appropriate, in line with the Behaviour Policy.

Staff will enforce the school's policy that no known and substantiated incident of abusive or harmful behaviour between pupils will occur without consequences for the perpetrator(s), although these consequences will be decided on a case-by-case basis and will take into account the views of any victims involved, the context of the behaviour and the severity of the incident.

Staff will be aware that just because a victim of abusive behaviour does not report the behaviour or react to the behaviour negatively, this does not mean that the behaviour is not still harmful; staff will be made aware that some pupils will be

uncomfortable challenging their peers on inappropriate behaviour, or may not be aware themselves that the behaviour is abusive.

Staff will ensure that both the perpetrator(s), or alleged perpetrator(s), and the victim(s) understand that such behaviour inflicted by or against them was unacceptable; staff will be made aware that failing to challenge a pupil on unacceptable behaviour can normalise that behaviour not just for the pupil in question, but for all pupils who see the behaviour going unchallenged.

Staff will remain cognisant that downplaying abusive behaviour can lead to a culture of unacceptable behaviour throughout the school and, as such, will treat all displays or reports of abusive behaviour with the utmost severity and sensitivity in order to reinforce to all pupils that such behaviour will not be tolerated, and to prevent further instances of this behaviour in the future.

7.1 Handling allegations of abuse against pupils

Staff will always, when handling an incident of alleged abuse, take the report of the victim seriously, reassure them, support them and work to keep them safe. Victims will never be made to feel like they are causing a problem by reporting **any** form of abuse, be made to feel ashamed, or have their experience minimised by staff at the school. Staff will be aware of the importance of not downplaying any reports of abuse; however, will ensure that they remain sympathetic, and observant of the duty of care, to both the alleged perpetrator(s) and victim(s).

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it, or wait for a disclosure. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves, and the discussion will be handled sensitively and with the help of children's social care where necessary. If staff are in any doubt, they will speak to the DSL. All staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have any concerns.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same and the incident will be treated equally as seriously and investigated in the same way as an incident that took place in school.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.

- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the pupil chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the pupil with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure; staff will ensure they remain engaged and not appear distracted.
- Understanding that victims may not disclose the whole picture immediately and may be more comfortable providing information on a step-by-step basis.
- Ensuring that dialogue is kept open and encouraged.
- Only recording the facts as the pupil presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

8. Reasonable force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Staff can use reasonable force to:

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff have a legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN).

9. Exclusion

Exclusion is a sanction, which will be determined as necessary only by the Headteacher. The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that we will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion.

Pastoral support will be put in place for excluded pupils as appropriate to minimise the risk of further exclusion and to ease the transition back into school.

10. Conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

When bad behaviour or bullying occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the sanctions listed above will be applied. A pupil may be disciplined for any misbehaviour when they are:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The school may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or

- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

11. School Support System

Staff receive regular continuing professional development and supervision to support them in managing challenging behaviour.

In instances where a staff member is accused of misconduct, pastoral support is put into place for that member of staff whilst the allegations are investigated.

Date reviewed: November 2024

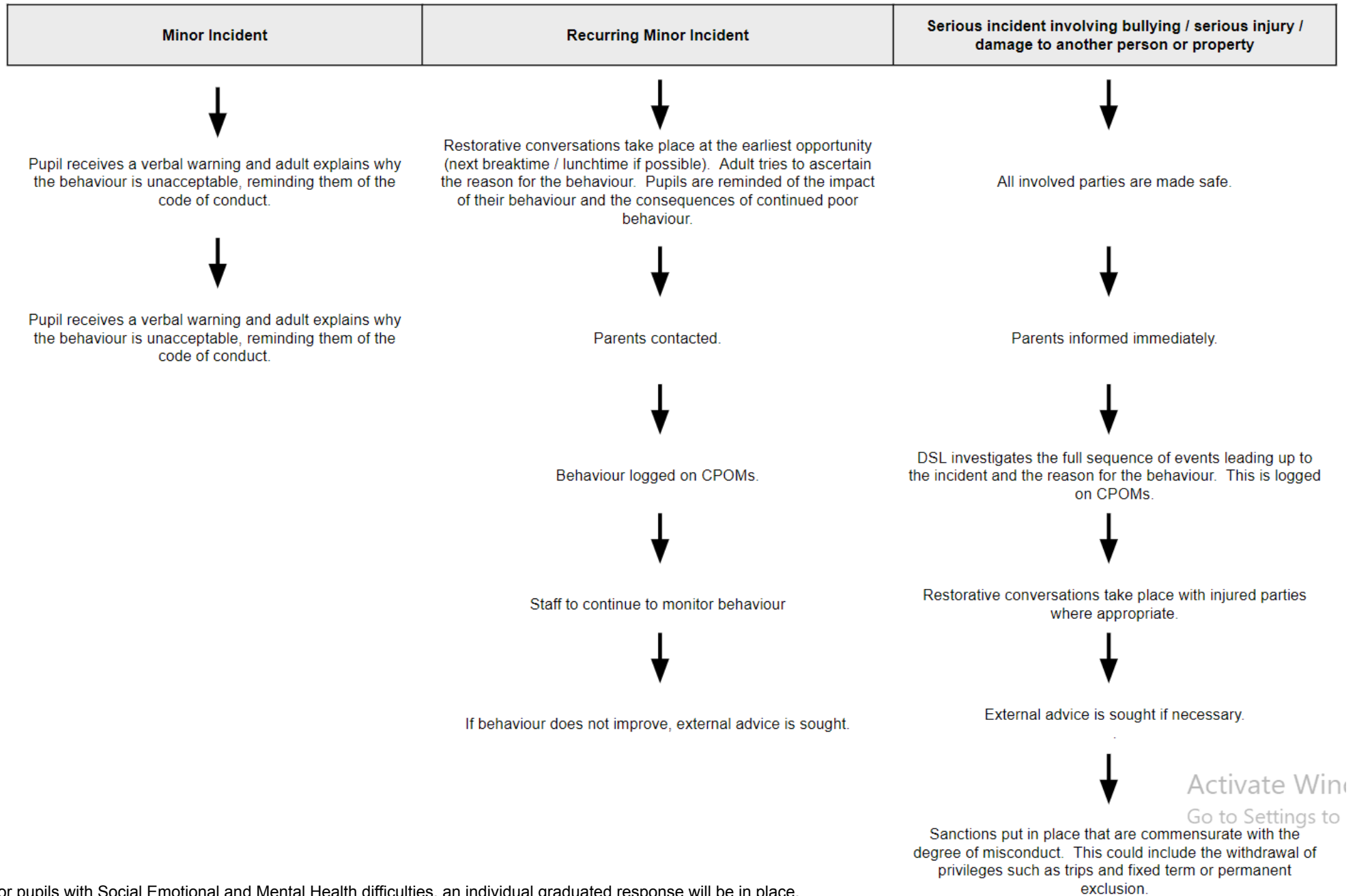
Date of next review: November 2025

Appendix A - Expectations for all

	Class 1	Class 2	Class 3	Class 4
Be ready	<p>Listen with your whole body.</p> <p>Show you are ready to learn by two thumbs up and no talking.</p> <p>Stop on the 'stop signal'.</p>	<p>Listen with your whole body.</p> <p>Show you are ready to learn by two thumbs up and no talking.</p> <p>Stop on the 'stop signal'.</p>	<p>Listen with your whole body.</p> <p>Respond immediately to the teacher's stop signal.</p> <p>Bring your reading record and book into the classroom in the morning.</p> <p>Go to the toilet outside of lesson time.</p>	<p>Listen with your whole body..</p> <p>Respond immediately to the teacher's stop signal.</p> <p>Bring your reading record and book into the classroom in the morning.</p> <p>Go to the toilet outside of lesson time.</p>
Be respectful	<p>Share and take turns.</p> <p>Listen when someone is talking.</p> <p>Look after equipment and keep the classroom tidy.</p> <p>Do as you are asked by all adults.</p> <p>Put things back where they belong.</p>	<p>Share and take turns.</p> <p>Wait your turn to speak without interruption.</p> <p>Listen actively to the teacher and to other children.</p> <p>Don't interfere in things that don't involve you.</p> <p>Look after equipment and keep the classroom tidy.</p> <p>Do as you are asked by all adults.</p> <p>Put things back where they belong.</p>	<p>Wait your turn to speak without interruption.</p> <p>Listen actively to the teacher and to other children.</p> <p>Don't interfere in things that don't involve you.</p> <p>Look after equipment and keep the classroom tidy.</p> <p>Do as you are asked by all adults.</p> <p>Put things back where they belong.</p>	<p>Wait your turn to speak without interruption.</p> <p>Listen actively to the teacher and to other children.</p> <p>Don't interfere in things that don't involve you.</p> <p>Look after equipment and keep the classroom tidy.</p> <p>Do as you are asked by all adults.</p> <p>Put things back where they belong.</p> <p>Role-model the correct behaviours to younger children all of the time.</p> <p>Look after others as the most senior members in school.</p>

<p>Be safe</p>	<p>Keep your hands to yourself.</p> <p>Stay within the set boundaries.</p> <p>Use equipment safely.</p> <p>Walk (don't run) around school.</p>	<p>Line up quickly and quietly and in an orderly manner.</p> <p>Keep four chair legs on the floor.</p> <p>Keep your hands to yourself.</p> <p>Remain within the set boundaries.</p> <p>Use equipment safely.</p> <p>Remain in your seat.</p> <p>Walk (don't run) around school.</p>	<p>Line up quickly and quietly and in an orderly manner.</p> <p>Keep four chair legs on the floor.</p> <p>Keep your hands to yourself.</p> <p>Remain within the set boundaries.</p> <p>Make responsible choices about the way you use equipment.</p> <p>Remain in your seat.</p> <p>Walk (don't run) around school.</p>	<p>Line up quickly and quietly and in an orderly manner.</p> <p>Keep four chair legs on the floor.</p> <p>Keep your hands to yourself.</p> <p>Remain within the set boundaries.</p> <p>Make responsible choices about the way you use equipment.</p> <p>Remain in your seat.</p> <p>Walk (don't run) around school.</p>
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Appendix B - Flowchart of the School's response to negative behaviour



NB. For pupils with Social Emotional and Mental Health difficulties, an individual graduated response will be in place.

Appendix C - Restorative Practice

At Caton Primary School, we are committed to restorative practice which we believe builds relationships and improves behaviour.

Following a recurring minor incident or a more major incident as outlined in Appendix B, conversations will focus on 'the restorative five':

1. What happened?
2. What have your thoughts been since?
3. What are your feelings?
4. Who was affected and how were they affected?
5. What are everyone's needs when it comes to what should happen next?

By following this approach, we aim for children to take responsibility for their actions and to change their future behaviour.