



Positive Behaviour Policy

Anti-bullying Policy

Policy Adopted - January 2015

Policy reviewed – May 2018, September 2020, September 2021, September 2022, February 2023, January 2024, May 2025, July 2026

Next review – July 2027

AIMS AND EXPECTATIONS:

In Castle Primary School, we strive to provide:

- A caring ethos where everyone in the school community feels safe, confident, valued and respected.
- An environment where everyone can live and work together in a supportive way which enables all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote our children internalising good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix I 'Rewards and Sanctions')

This policy is designed to promote good behaviour rather than merely deter antisocial behaviour.

Roles and responsibilities in promoting positive behaviour

Pupils will:

- Respect and care for others in the way we act and speak
- Listen to others
- Learn/work co-operatively
- Uphold School values
- Resolve disputes positively
- Value and take responsibility for the environment
- To work alongside staff to meet the targets on behavioural support plans.
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for them
- Be aware no children are allowed to vape on this school site or have items that could be taken as vape based products.

Parents, Carers and Families will:

- Support the school when reasonable sanctions have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Be aware that the use of social media can have a negative impact on the wellbeing and behaviour of their child. It is a parents responsibly to ensure their child is safe and respectful in their use of social media
- Be aware of the minimum age for children to be using social media
- Initially contact the class teacher if they have concerns about the way their child has been treated.
- If concerns remain, contact the senior leadership team and then the headteacher then, if necessary, the school governors
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being
- Be aware of and understand their rights and responsibilities (see Appendix II)

All Staff will:

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Make sure that pupils listen and are listened to and value others' views
- Help pupils to gain the ability to make good choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Use the agreed format for supporting pupils to be aware of their behaviour in school
- Support and inform behavioural support plans for individual pupils
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents and carers
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be available for parents and carers to communicate to, through email and face to face at the end of day – when collecting and dismissing children from playground

The Senior Leadership team and Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Keep records of all reported serious incidents of misbehaviour
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of the school community
- Report to/meet with parents/carers when necessary
- Be aware of and understand their rights and responsibilities (see Appendix II)

The headteacher or a member of the Senior Leadership Team (SLT) will be on duty during lunch break.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the SLT
- The school keeps a variety of records of incidents of misbehaviour – lunchtime detentions, headteachers records, home school books

Trips

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and they have moved to **stage 2** of the sanction's procedures, they will not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct, this includes unsafe behaviours. The same applies to representing the school in interschool events: including choir and sporting events.

Review:

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations as to how the policy could be improved.

APPENDIX 1 – Rewards and Sanctions

At all times children are supported to understand that any reward or sanction given out is a direct consequence of choices they have made. The following system recognises that behaviour for children of different ages require slightly different systems to support them to behave. Each class will have a copy of the school agreed behaviour system visible with children's names attached as a visual reminder to children. The form of this chart will be appropriate to the age of the children. Some behaviour systems will be different for SEND children.

Rewards

To reinforce good work/learning, behaviour and attitude we use: -

- Verbal praise
- House points
- Stickers
- Text home to parents
- Work displayed throughout the school
- Child sent to the head teacher
- In class systems
- Work in the newsletter/on Facebook

Sanctions

The aims of the system are:

- To provide clear and consistent systems for tackling poor behaviour across the school
- To enable management to closely monitor behaviour of classes and individuals

Stage	Examples of possible poor behaviour	Communication	Possible sanctions	Comments
1	Low level disruption Swinging on chair Interrupting/calling out Running inside the school building Being in the wrong place at the wrong time. Ignoring instructions Silly noises Pushing in line	Issues stay within class communication via email phone call or face to face at the end of the day.	Quiet reminder Non-verbal signals (e.g. Eye contact, pointing) Change of seating Name moved to 'Thinking about it and then warning'	Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving, it reinforces how we wish the children to behave

2	Persistent stage 1 Rudeness Affecting other pupil's learning Inappropriate remarks Minor challenge to authority Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling	Class teacher/staff involved place incident onto CPOMS Staff to discuss with parent at end of day or make a phone call/text/email if parents are not available	Move down the behaviour chart to warning Possible loss of next playtime Child may be sent to a member of the SLT or another teacher for a period of time during lessons Ban on representing the school and/or trips outside school – fixed period	Incidents to be recorded on CPOMS HT and Pastoral team acknowledge these reports when monitoring CPOMS.
3	Swearing Throwing objects in class Harming someone Continued or more serious cheek/challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children or staff	SLT informed Verbal hand-over, text/email to inform parents staff responsible	Loss of next lunchtime, if a child refuses to comply with this sanction the loss of lunch/break with carry over to the next day and in persistent cases will result in a lunch time exclusion Ban on representing the school and/or trips outside school – fixed period	Incident to be recorded on CPOMS. If behaviours persist over a number of days this will lead to a meeting with parents and a behaviour plan being written up and reviewed. Lasting 2/3 weeks, then meeting with behaviour support leading to formal pastoral support plan.
4	Persistent level 2 or 3 behaviours Bullying Fighting Racism Violence Very serious challenge to authority	SLT Headteacher informed Meeting with parents	Ban on representing the school and/or trips outside school – fixed period Internal/external exclusion Lunch time exclusion BPHI form completed BPHI protocol form completed and signed	Situation to be monitored by teachers and headteacher If behaviours persist over a number of days this will lead to a meeting with parents and a 2/3 week behaviour plan being written up and reviewed. If there has been exclusion, there will be a formal re integration meeting possibly

	Leaving school without permission		off by adult responsible. Parents informed See annex 3	involving behavioural support leading to formal pastoral support plan. Use of sanctions dependent on prior history of behaviour and type of offense.
5	Persistent verbal abuse to a member of staff or community Physical abuse to any member of staff/adult Malicious physical assault on another pupil	SLT then headteacher informed Meeting with parents	Exclusion for a fixed term Lunch time exclusion off premises for a fixed period of time	Formal re integration meeting. Pastoral support plan written and reviewed. Staff to fill in on-line report for violence Staff to complete bound and numbered book if holding incident.
6	Repeated behaviours see above	Chair of committee informed.	Governor disciplinary subcommittee convened. Permanent exclusion from school	

APPENDIX 2 - Rights and responsibilities

Pupils

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them – may include the child writing a letter of apology. To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents and carers

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others and support the school in helping the child to behave in the school. This includes the monitoring of their child's on-line life.

To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concern
To have concerns taken seriously	To share concerns constructively

Staff

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and manager
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of Communication.
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches

In exceptional cases a pupil will be temporarily excluded from school without an initial warning and without a meeting with parents/carers.

Staff may use physical intervention in order to avert immediate danger to:- a young person, other people or property of other people. (For further details see - Guidelines for the Use of Physical Restraint in Devon Educational Establishments).

Pupils who make malicious accusation against school staff will immediately be interviewed by the head teacher/member of the SLT who will follow agreed guidelines for dealing with behaviours of this kind. In some cases the Local Authority Designated Officer (LADO) will be involved.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The following documents have also been used in updating this policy

- Getting the simple things right: Charlie Taylor's behaviour checklists
- Behaviour and discipline in schools Advice for headteachers and school staff January 2016
- Keeping children safe in Education 2023

Anti-bullying policy

STOP - Several Times On Purpose

STOP – Start Telling Other People

Introduction

Bullying is defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can take many forms and can be

- a) **physical** – hitting, kicking, spitting, invasion of personal space, can include peer on peer events such as upskirting.
- b) **verbal** – threats, name calling, prejudice-related remarks directed towards race, gender, special educational needs, disability, personality
- c) **emotional or indirect** – isolating an individual from discussions or activities, spreading rumours, use of inappropriate social media
- d) **technological** – using text messages, social media, online gaming and the internet to hurt an individual
- e) **damage to property or theft** - damaging or stealing personal belongings, using threatening behaviour to make an individual hand over their property.

Bullying is wrong and can affect the emotional and physical wellbeing of children, as well as their ability to learn and achieve.

Pupils who are being bullied may often show changes in behaviour, such as becoming shy and nervous or clinging to adults. They may also show changes in their academic progress, levels of concentration and attendance pattern.

Aims and objectives

The aim of the Anti-Bullying policy is to ensure that all pupils learn in a supportive, caring and safe environment without fear of being bullied.

The objectives of the policy are –

- To reduce the frequency of bullying incidents
- To increase the likelihood that incidents are disclosed to responsible adults
- To intervene effectively when bullying happens

This will lead to –

- An increase in positive, behaviour and attitudes throughout the school
- Improved attendance

Prevention – reducing the frequency of bullying

Strategies for preventing bullying will focus around –

- Praising, rewarding and celebrating the success of all children (when children feel that they are important and belong to a welcoming school, bullying is less likely to be part of their behaviour)
- Teaching children how to identify and deal with incidents of bullying through the school curriculum (eg; Personal Social and Health Education, Social and Emotional Aspects of Learning).
- Providing regular opportunities for pupil discussion on the Anti-Bullying Policy and Say No to Bullying Steps through circle time, assemblies etc.
- Ongoing support of National Anti-Bullying Strategies such as Kidscape “Anti-Bullying Week” for supporting pupils in understanding what bullying is.
- Staff training and development plans to include key areas such as bullying and behaviour management courses, Equality Acts, Special Educational Needs provision and Inclusion.
- Providing regular opportunities for staff discussion on the Anti-Bullying Policy through staff meetings and Governor Visits.

Reporting incidents

Parents / Carers who are worried that their child is being bullied should contact their child’s Class Teacher as soon as possible. They may have some general concerns about changes in behaviour or attendance, or there may be a specific incident to discuss.

Pupils who are worried about bullying should also talk to their Class Teacher or Teaching Assistant. Some pupils may prefer to talk to their Parent or Carer first, any other member of the school staff or another pupil, including any Class Representative on the School Council. The important thing is that all incidents are reported so that the appropriate action can be taken.

Action – responding effectively to incidents

If a Class Teacher witnesses an incident of bullying, or it is reported to him or her, then a record is made. A bullying log is kept in each classroom and is regularly monitored by the Senior Leadership Team and the Senior Designated Officer for Safeguarding.

The actions which are taken will depend on the nature and seriousness of the incident. These may include -

- Talking to the children involved and any witnesses to find out more about the incident
- Counselling and support for the child who has been bullied, restoring self – esteem and confidence
- Counselling and support for the child who is bullying, explaining why the action of the child was wrong and helping the child to change their behaviour in the future
- A period of behaviour monitoring by school staff, for two weeks or for longer as appropriate.
- Using sanctions within The Castle Behaviour Policy as relevant, including missed playtimes or exclusions.
- Reporting to Parents / Carers throughout the process. Parents/ Carers have a responsibility to support the school’s Anti-Bullying Policy and to actively encourage their child to be a positive member of The Castle Primary School
- Reporting to the Special Educational Needs Co-ordinator (SENCO) as necessary. The SENCO is responsible for the co-ordination of provision and support for behavioural and communication difficulties within the school.
- Reporting to the Head Teacher as necessary. The Head Teacher is responsible for the overall implementation of the Anti-Bullying Policy and would be involved in all incidents that are of a serious or persistent nature.

- Reporting to the Chairman of the Governing Body as necessary.
- Reporting to the Local Authority or other agencies such as the Police as necessary. This can occur following incidents of a more serious nature and can include prejudice-related bullying such as racist or homophobic bullying.

Records are kept of all discussions and the appropriate actions taken. These records are stored centrally in compliance with the Data Protection Act.

Appendix 3

Performa of reporting BPHI events. See attached

Racist/bullying incidents. Reporting form internal

To be completed by staff and signed off in hard copy.

	Comments	Staff to sign
Who was involved	Perpetrator Victim	
Nature of incident	Bullying BPHI	
Consequence for child / children involved.	Parents informed Restorative justice	
Parent informed Perpetrator	Including reaction of parent Parents have been told BPHI form has to be sent.	
Parent informed Victim		

Correct forms competed Sent Cpoms Oshons	BPHI	
Ongoing education who is responsible for this	Class teacher – British values etc.	

Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher, who in turn will report to the Governing Body.

This policy, and its effectiveness in achieving the stated objectives, will be reviewed annually by the Governing Body.

Policy adopted - January 2015

Policy reviewed - April 2016, May 2018, September 2020, September 2021

Appendix 3 added - October 2021

Policy reviewed - September 2022, February 2023

Clarification on vaping and social media added – January 2024

Policy reviewed - May 2025, July 2026