



Behaviour Policy for Primary

Revised: August 2022
Review Date: August 2023
Responsible: PLT

Our policy for Behaviour supports our aims, mission and values.

Inquisitive minds, *creative hands*, *caring hearts*

- Keep safe and feel secure
- Be healthy and happy
- Enjoy school and feel positive about learning
- Achieve their potential
- Develop strong social skills and emotional well-being

Our Mission Statement

Our school environment is welcoming and friendly.
We are positive role models and lead by example.
We are all learners, and we work as a team.
We innovate, inspire, challenge and have fun!
We empower others to do and to become the best they can.
We have high expectations and believe we can!

Our Core Values



Rationale

"Honeste Vivere" - "To Live Honestly"

At Caxton College we have high expectations of pupils both in their approach to their work and their behaviour. Good discipline is essential for effective teaching and learning to take place. We believe in providing equal opportunities for pupils and we aim to provide a sense of community in school.

Strong links between home and school and also across departments of our school are essential including playgrounds, classes, dining room, clubs and buses. Approaches should be consistent and fair. Pupils should receive support when they feel unhappy or threatened and also be guided in improving their behaviour when expectations are not met.

The Head Teacher has overall responsibility for the implementation of this policy however the Assistant Head Teacher is responsible for behaviour in the school.

In order to meet our vision, aims, mission statement and values, all members of staff and pupils are expected to know and adhere to this policy.

Teachers and other adults will:

- follow the school Code of Conduct for adults (see Appendix 1, page 2)
- display the school Code of Conduct in the classroom and ensure that rules are followed by all pupils
- teach and display the Core Values in line with PSHE and ensure pupils know what these look like in school
- follow the agreed system of positive reinforcement in each year group or area of the school
- listen to all children involved in an incident to get the 'whole story' and deal with inappropriate behaviour in a calm manner
- establish responsibilities for pupils in class and in other areas of school
- ensure that the environment is safe and secure

Pupils will:

- know the expectations for behaviour in all areas of school, follow the school Code of Conduct (see Appendix 1) and respect the authority of the adult in charge
- know that negative actions have negative consequences
- apologise for inappropriate behaviour and understand that this means that they will not do it again
- ask for help from an adult when they or somebody else needs it
- always wear the correct uniform and try to look smart
- walk in a 4S line around the school always on the right

Classroom Management

All teachers should create and sustain a positive, supportive and safe learning environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

All classes should follow the school's Code of Conduct (appendix 1) which should be introduced at the start of the school year. It should be displayed in each classroom along with the Code of Conduct agreement which the class teacher and all pupils should sign to show they agree to and will follow it.

Teachers should also aim to:

- involve pupils in deciding upon the classroom rules
- be prepared and prompt for classes
- engage and motivate pupils of all abilities
- keep the classroom organised, welcoming, clean and tidy
- be fair

Class dojos are used in all Year 1 - 6 classes with each year group deciding on the categories for negative and positive dojos. All parents have access to the dojos and messenger service, however Year 1 & 2 parents will only see the positive dojos (this will be explained to parents during the Welcome Meeting in September). Parents should be contacted immediately when behaviour or attitude becomes a concern.

The Head of Year along with other staff in the year group should discuss and put in place an agreed strategy for rewards and sanctions. This may be adapted to suit classes or individual pupils where necessary. All year groups have a 'Golden Time' session timetabled and pupils should earn this time throughout the week.

Rewards

We at Caxton College not only promote and teach positive behaviour and attitude with our children we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. We believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise.

Positive Reinforcement will be given at an individual, group and whole class level and may be:

- class dojo, stars, stickers, certificates and verbal praise
- sent to another teacher/ PLT to acknowledge achievements
- individual responsibilities
- table points, rewards
- purple forms and House points
- extra playtime, Golden Time

- positive messages sent home via the class dejo
- examples of work, achievements and photos shared via the class story on the class dejo

Due to allergies and health reasons, sweets or other food items should not be given as a reward.

Whole School Stickers

Pupils can be awarded the following stickers from any adult in the school:

- 4S stickers - these are awarded when a whole class walks in a 4S Line - Straight, Sensible, Silent, Smiling. If a class receives ten 4S stickers they will receive a whole class purple form.
- Blue stickers - these are awarded to individual pupils for displaying any good behaviour which reflects the Core Values or the school's Cede of Conduct.

Purple Forms

- Y1-6 pupils are awarded a purple form for outstanding achievement or behaviour or for collecting a designated amount of class dejos - it can be given by any adult in the school.
- The class teacher should record purple forms received by pupils and ensure that all pupils receive at least one per term.
- 10 House points are earned for each purple form given in Y3-6.
- Children visit the PLT office to choose a sticker.
- Purple forms are taken home for pupils to share with their family.

House System

The House system which runs in Key Stage 2 is organised and run by the House co-ordinator. All pupils are allocated to one of the 4 houses (Dragon, Gryphon, Phoenix and Unicorn) and points awarded from purple forms and House events are shared during the monthly House assemblies. The winning House is awarded the House cup and children also receive a prize at the end of each term and academic year.

Certificates

- One pupil per class is awarded a 'Star of the Week' certificate for good work and / or behaviour in the Year Group assembly.
- Each term class teachers select four children to receive a certificate from the Head Teacher in the end of term assembly. There is one certificate for each part of our ethos and one for exemplary effort in English.
- At the end of Primary, pupils who have never received a yellow form are awarded with a special certificate in the final assembly and a congratulations email is sent home to inform parents.

Mascots

- Classes in EYFS and KS1 have a class mascot which may be awarded with the 'Star of the Week' certificate or taken home to go on a special trip with pupils. Mascots have diaries which are completed at home with news and pictures and shared in class the following week. Year groups follow their own agreed systems for class mascots.

Pupil Responsibilities

In recognition of their position in the school and to help foster self-discipline and a sense of responsibility, pupils in Y5 & 6 are encouraged to take on a responsibility post within the school. This includes being a playground helper, book monitors, Y6 Class Rep, Eco Warriors and Techno Team.

Sanctions

Although the emphasis of this policy is on encouraging and rewarding positive behaviour and attitudes, we recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct to ensure a safe learning environment.

Consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with inappropriate behaviour, staff should employ the following strategies:

- Be calm - all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make sure that it is the behaviour which is being punished and that it is not a personal matter.
- Make good choices - remind pupils that they need to make good choices.
- Fresh start - although persistent or serious misbehaviour needs recording, every child must feel that the incident will be put in the past and a new opportunity is given.

The following system of sanctions should be used for pupils who behave inappropriately in one day:

- 1 = Reminder = the pupil is reminded of expectations and to make good choices
- 2 = a negative dojo is awarded and the pupil is reminded of expectations
- 3 = a negative dojo is awarded and the pupil misses ten minutes of playtime
- 4 = a negative dojo is awarded and a message is sent home via the dojo
- 5 = a negative dojo is awarded and a yellow card is issued

All incidents should be dealt with immediately and any follow up action taken as soon as possible. The class teacher should always inform parents about any ongoing low level behaviour. Parents of any pupils affected by inappropriate behaviour should be informed by the class teacher.

If a member of staff is very concerned about the behaviour of a pupil an email should be sent to **primarybehaviour@caxtoncollege.net** which will inform the HT, AHT and psychologist of the situation. The AHT will always respond to this email but will ask for help from another member of the team if and when necessary.

Incidents and Consequences

Minor Incidents

These incidents should be dealt with by the class teacher and Head of Year, if necessary.

- Wearing jewellery or bringing toys in school
- Not wearing proper uniform (without parental note)
- Insulting / using unkind language
- Playing nasty tricks on classmates
- Pushing / shouting / running in the corridors
- Entering the building without permission
- Going out of bounds
- Infringement of class rules
- Not completing class work
- Not going to dining room for lunch
- Being unprepared for class
- Inappropriate behaviour in the playground or dining room.

(Please note, pupils who repeatedly do not complete homework or forget their recorder or PE kit can be sent to talk with the AHT at break time although this needs to be organised in advance by the class or specialist teacher. Pupils should also be awarded a negative dojo.)

Consequences

A negative dojo will be given for any minor incident. Depending on the situation the following may also happen:

- Time Out
- Removed from the group in class
- Sending the child to another class in the same year group
- Spoken to by Head of Year
- Inform parents, if and when necessary (if it happens more than once the class teacher must inform the parents)

Serious Incidents

These incidents will involve the Assistant Head Teacher and Psychologist, if necessary.

- Inappropriate behaviour - pushing and shoving, excluding children, defiant behaviour in any area of the school, misuse of technology
- Bringing inappropriate / dangerous objects to school
- Serious disrespect towards an adult
- "Escaping" from the classroom
- Stealing
- Swearing
- Using or exhibiting sexually inappropriate language or behaviour
- Continued minor incidents
- Reaching No. 5 on the class dojo

Consequences

A yellow form should be issued immediately and procedure followed. Depending on the situation the following may also happen:

- Removed from class for a certain time and go to another class / area
- Excluded from an "enjoyable" activity
- Included on the Behaviour and Emotional Education Register (BEER) and an individual behaviour plan implemented
- Detention
- Isolation in the dining room or classroom
- Excluded from using school transport for a limited period of time

Very Serious Incidents

A Yellow form should be issued and the procedure followed. These incidents will involve the PLT and the School Directors.

- Any physical aggression towards a teacher, pupil or adult which results in a serious injury (a statement will be taken from those children involved and the physical aggression checklist followed)
- Bullying - physical / verbal
- Leaving the school premises
- Vandalism
- Continued serious incidents

Consequences

A yellow form is issued immediately and a meeting will be arranged between parents, the Head Teacher and the School Director. Depending on the situation the following may also happen:

- Removed from the situation immediately and reflect on the incident
- Internally excluded from class and spend the time working in the AHT office.
- Excluded from an important school celebration, a school trip or residential trip.
- Receive a fixed term exclusion from the school. The School Directors must sanction this course of action.

Yellow Form Procedure

A Yellow form is given to pupils in Y1-6 for repeated minor incidents or a single and more serious incident.

Having spoken to the pupil(s) involved to establish what happened, the procedure is as follows:

1. A yellow form is completed directly on the pupil's profile on the Caxton app and an automatic email is sent to the class teacher and the PLT.
2. The class teacher should speak with the pupil about the incident and also record the yellow forms pupils in Y3-6 lose 5 house points.
3. Pupils should be sent to speak with the Assistant Head teacher the following break time, unless it is an incident involving aggression which will be dealt with immediately. They

will discuss what has happened and help the child to develop strategies to avoid similar situations in the future. An appropriate consequence will be decided upon.

4. Pupils apologise to those affected by their inappropriate behaviour.
5. An email is sent from the Office to parents informing them of the incident. In the case of a more serious yellow form the Head Teacher and/or the psychologist will be involved and will inform parents by telephone of the incident.

It is expected that a pupil who receives one yellow form will learn from their mistakes.

However, if a pupil continues to show inappropriate behaviour during the year the following procedure will be followed. Pupils will be informed about this procedure by the AHT.

- 2 yellow forms: Y3-6 pupils will miss a House Assembly and Y1-2 pupils will miss a special event. In Y3-6, if 2 yellow forms are given within a term and their House wins a special prize, they will not be given that prize.
- 3 yellow forms: the class teacher (and/or Specialist teacher) will arrange a meeting with parents to discuss behaviour and explain next steps (a PIF must be completed)
- 4 yellow forms: the AHT will arrange a meeting with parents (a PIF must be completed by the AHT)
- **5 yellow forms:** half a day internal exclusion (AHT to record this on Personal/Social section on child profile)
- **6 yellow forms:** full day internal exclusion (AHT to record this on Personal/Social section on child profile). The School Director will also meet with the pupil to discuss their behaviour.
- 7 yellow forms: meeting arranged between parents, the HT and School Director (a PIF must be completed by the HT).

The sanctions procedure may not work for all pupils and an individual behaviour plan may need to be written by the SENCo, AHT and the class teacher in consultation with the school psychologists, the Sensory and Emotional Integration specialist and external agency if appropriate. The pupils will be added to the Behaviour and Emotional Education Register (BEER). Termly checkpoints will be held by the SENCo and the AHT to review progress and decide whether the pupil needs to remain on the register. At this stage the school and family will work together to ensure strategies for home and school are clear and are being used consistently. Further assessment out of school and/or external support may also be required. Whenever possible the school will liaise directly with the external agency.

Behaviour Tracking Books

Staff in other departments use a behaviour tracking book (a google doc is used for Y3-6 playtimes) to record any inappropriate or concerning behaviour. The books are read by the AHT every week and may speak with the pupil(s) concerned or inform the class teacher about any ongoing inappropriate behaviour.

Physical Restraint

Caxton College recognises that in extreme circumstances (to prevent injury to themselves, their peers or an adult) it may be necessary to physically restrain a pupil. When this is the case it should be done with the minimum of force and with the utmost discretion. At no time should a member of staff put themselves at risk. If you feel unable to deal with a situation send one or two pupils to the Primary office to ask for assistance.

Confiscated items

Pupils are not permitted to bring certain items into school or wear jewellery. If a child does not follow this rule, a note should be sent home via the dojo to remind parents. Failing this the item should be confiscated and a note sent home to inform parents. Confiscated items should be returned the following day. Any valuable items should be sent to the Primary Office for safe keeping.

Bullying (see separate policy)

Pupils cannot achieve our school aims if they are being bullied. Bullying can be described as **repeated intimidation of a victim that is deliberately carried out to hurt them physically or emotionally or any imbalance of power.**

Physical bullying could include:

- Hitting
- Punching
- Kicking
- Pushing
- Spitting

Other forms of bullying may include:

- Name calling
- Exclusion from activities, games or conversations
- Damage to property
- Threats
- Teasing or malicious gossip
- Whispering about somebody
- Online bullying

What do we do at school?

- **Pupils** must know that they need to **tell an adult** if they are being bullied, if they witness bullying or if they feel threatened by somebody at school. Pupils in Years 5 and 6 can use the online help button, on their iPads, to report any instances of online concerns or cyberbullying.
- **Teachers** must ensure that children know what to do if they are being bullied or if they witness bullying; teach PSHE and Core Values to help foster positive relationships and

appropriate social skills, interaction and respect for others; be prepared to listen to pupils' worries.

- PLT resolve conflicts and follow up any reports of bullying from pupils, parents or other adults at school; keep up to date with new developments and strategies to tackle bullying; lead whole school initiatives to increase awareness.
- The Psychologist will give advice to pupils on how to deal with situations of bullying and how to take preventative measures; speak to pupils who are bullying others and work towards a resolution to the problem.

What approaches do we use?

- PSHE and Core Values - phase assemblies, class lessons, whole school approaches and displays
- Circle time - tackles issues within a class and allows children to speak out
- Weekly year group assemblies
- Adult support in response to reports of bullying, including Helping Hand activity
- Speak Out!
- Celebrate Anti-bullying week, Safer Internet Day, World Kindness Day, Random Acts of Kindness Week and Children's Mental Health Week



The Caxton College Code of Conduct

Pupil Code of Conduct

1 speak kindly to other people.

1 play nicely and don't hurt others.

I'm a good friend and show respect to everyone.

1 always tell the truth.

1 always try my best.

1 look after my things and my school.

1 remember to bring my things to school.

1 speak English in all the English areas.

1 walk around the school in a 4S line.

Inquisitive minds , creative hands , caring hearts .



The Caxton College Code of Conduct

We ask that pupils, staff and parents work together in our quest to make our school a happy, safe learning environment for everyone.

Teachers and co-ordinators will

- build positive relationships with pupils
- get to know pupils' social and emotional needs as well as academic ones
 - treat pupils in a fair and consistent way
 - manage behaviour around school and in class
 - ensure that pupils know and understand the rules
- ensure that pupils know the consequences of unacceptable behaviour
 - listen to pupils and hear their point of view
 - endeavour to find out the truth
 - speak to pupils in a calm and reasonable tone
- give guidance and support to help improve behaviour
- inform parents of serious misconduct or ongoing problems

Parents are expected to

- read and discuss the school rules at home with children
- understand and support the school's system for rewards and sanctions
 - praise children when given a reward
- know that incidents of unacceptable behaviour are always fully investigated before an appropriate sanction is decided upon
- remember that a child may not perceive or tell parents the whole truth
 - support the school in decisions made regarding pupil conduct
- contact a member of staff if there are any doubts, worries or difficulties that a pupil is experiencing at home or at school
 - help children to prepare their equipment for school
 - ensure that children are at school on time
- monitor the use of computers, mobile phones and television at home
- ensure children have a good night's sleep to make sure they are good tempered and ready to learn



The Caxton College Code of Conduct

My Class Rules

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

What are the rewards for good behaviour around school?

- Stickers / House points / Merits / Stars
 - Purple form s
 - Class certificates
 - Class mascot
 - Golden Time
 - Special Playtime
- End of term certificates

What are the sanctions if I don't respect the school or class rules?

- Time out on the playground
 - Negative Dojos
- My name on a behaviour chart (class, bus, playground, dining room ar car room)
 - Speak to Mr Fraser, Miss Stenhouse, Miss Sayce ar Miss Silvia
- Far serious ar repeated minar misconduct my parents will be informed
 - Yellow form



The Caxton College Code of Conduct

If I get a yellow form I will

- Speak to Miss Stenhouse, Miss Sayce or Mr Fraser at playtime
 - Tell the truth about what happened
 - Identify the mistake that I made
- Talk about how my behaviour may have affected other people's feelings
 - Talk about and accept the consequences of my actions
 - Talk about ways in which I can behave more responsibly
 - Tell my parents the truth when I get home
 - Make changes in my behaviour