



BEHAVIOUR POLICY

RATIONALE

At Ludgershall Castle Primary School a structure of rewards and sanctions provides a secure framework for the children and adults in the school and focuses on developing positive self-esteem.

THE POLICY

Encouraging good behaviour

The way a child feels affects their behaviour. We therefore have to consider the whole school day and decide how it can be best organised to:

- encourage the feeling of well-being that results in good behaviour; and
- minimise the feelings of frustration and boredom that can result in poor behaviour.

The following good behaviour should be actively encouraged:

- good manners
- holding doors open
- saying please and thank you
- waiting for a turn - not interrupting or insisting on being first
- welcoming visitors to the school
- showing respect for others, the school building and resources
- listening to others
- self control
- behaving in an orderly manner
- good working habits (e.g. neat presentation and completion of work within a set time)
- demonstrating self respect
- walking in the school

Opportunities should be provided which help children develop such behaviour. Adults and pupils in school are encouraged to praise good behaviour ('Catching children doing the right thing').

Ways of promoting good behaviour

- foster a 'class identity' by emphasising collective achievements
- adults and pupils in school are encouraged to praise good behaviour ('catching children doing the right thing')
- constantly affirming the positive
- verbal/facial feedback- e.g. a smile at the right time
- sharing with the class
- sharing good work/behaviour with other teachers or the Headteacher

- provide opportunities to express emotions
- comments to parents
- written comments on work
- the awarding of castle points, certificates or stickers
- encourage responsibility within school

Children are praised when they have:

- behaved exceptionally well by any standard;
- behaved exceptionally well for them;
- shown very good behaviour over a sustained period;
- worked very hard over a sustained period;
- made significant progress with any learning;
- behaved consistently well and are always responsible and self-motivated

Poor behaviour

Whilst bearing in mind that individual children's experience and character must be taken into account, it is very important that the child 'understands' any poor behaviour. It should be clearly identified and explained. It must be the behaviour that is labelled and NOT the child.

Unacceptable behaviour:

- Physical violence
- Bullying
- Racial/sexual harassment
- Lying
- Vandalism
- Rudeness to adults or other children (including comments about physical appearance)
- Stealing
- Swearing
- Defiance towards an adult
- Verbal abuse

Instances of unacceptable behaviour should always be taken seriously and dealt with. Staff should never walk past inappropriate behaviour (e.g. if a child is seen running in school they should always be asked to return to where they came from and walk back). If appropriate it should be reported to the Headteacher. If the incident is considered sufficiently serious (e.g. swearing in the playground) it will be recorded on CPOMS. If a child is recorded on three occasions within a month the Headteacher will contact parents to inform them about the three incidents and discuss the situation. If a child swears at school the Headteacher will telephone one of the child's parents or carers and the child will tell the parent or carer what he or she has said.

All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or prevent injury to a child or an adult, or if a child is in danger of hurting him or herself. A number of staff have had restraint training and should be called upon if restraint is required.

Misdemeanours

These include all examples of poor behaviour considered to need reprimand by an adult:

- poor manners
- small physical incidents
- breaking class rules

- interfering in others' games.

Responding to negative behaviour:

Low level (Misdemeanours):

- verbal/facial rebuke (1:1 basis)
- taking to one side and explaining why such behaviour is inappropriate.

Higher level:

- withdrawal of a privilege e.g. 5 minutes of break time
- miss break times and write a letter of apology if appropriate
- CPOMS entry if the negative behaviour is brought to the attention of the Headteacher

Exclusion

The Headteacher may implement procedures for suspension/exclusion should the behaviour be a serious breach of discipline.

Only the Headteacher has the power to suspend a pupil for one or more fixed periods for up to 45 days in any one school year. If the Headteacher is not in school the teacher in charge should try to consult with the head before making a decision. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion if the circumstance warrant this.

The Headteacher will ensure that any incident leading to suspension is fully investigated and any evidence kept.

If the Headteacher suspends a pupil they inform the parents immediately, giving reasons for the suspension. The school follows the Local Authority (LA) guidelines relating to suspension and exclusion. The Headteacher informs the LA and the governing body about any suspension or exclusion.

The governing body itself cannot either exclude a pupil or extend the exclusion period set by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee is required to consider any exclusion of fifteen days (within an 'old term') or more on behalf of the governors.

When the Pupil Discipline Panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the GBDC decides that a pupil should be reinstated the Headteacher must comply with this ruling.

A record of all pupils who receive either fixed term or permanent exclusions is maintained.

Restorative Practices

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done

something wrong, they will be asked to put things right and change their behaviour so it does not happen again. Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'.

Giving children the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour.

Children and adults are encouraged to put things right together. We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils.

The school day

All the time the children spend inside the school building should be purposeful. Pupils should arrive in class between 8.35 and 8.45am and get on quietly with early morning activities.

Playtime

All children are to go out at break-time unless otherwise instructed by a teacher. MDSAs are employed and must ensure that pupils are supervised. They should stay outside during break unless they need to use the toilet. Children must ask if they need to go to the toilet.

If children have to miss break, the person who authorises it is responsible for arranging supervision.

Equipment

Children are encouraged to use and share equipment. Crates containing various small items of play equipment, e.g. ropes and balls are available.

Procedures

- Playtime games are encouraged.
- Children are responsible for putting the crates out (and returning them) before the start of play and at lunchtime.
- Cases of unusually good (and/or poor) behaviour at playtimes should be mentioned to the class teacher.
- MDSAs and or another member of staff lets children know when playtime is over, children line up and then return to class in an orderly manner.
- The Adventure Play Equipment is not to be used before or after school.

Midday Supervisory Assistants (MDSAs) are responsible for encouraging good behaviour at breaktime and lunchtime.

Good behaviour includes:

- good table manners;
- being polite and friendly towards kitchen staff and MDSAs;
- entering and leaving the hall in an orderly manner.

Developing good relationships and self-esteem

Good behaviour can be promoted by providing opportunities for children to develop good relationships between themselves and adults, classmates and children in other classes. The following will help:

- ensure each pupil is part of the group and has a sense of belonging, developing aspirational thinking
- recognising and rewarding behaviour that contributes to good relationships
- adults setting a good example
- use of co-operative activities
- using response partners
- discussion of games and activities that involve children playing together
- ensuring that our school environment encourages positive communication
- valuing pupils as individuals
- reinforce success and remind pupils that making mistakes is an important part of the learning process

Class Rules

At the beginning of each academic year Class Rules will be established in consultation with the class and class teacher.

Communication with parents

Parents have a right to know how their child behaves in school, whether that behaviour is good or poor. Good behaviour should be reported whenever possible and poor behaviour whenever it causes concern. The Headteacher always informs parents if a child has been recorded on CPOMS three times within a month.

Involvement of children

We have an effective School Council that considers issues raised at Class Council Meetings. Pupils have a say in what should be considered behaviour CPOMS incidents. Councillors report on what is going well in school as well.

Please also refer to our policies relating to Equalities.

Complaints about the application of the behaviour policy can be made through the school's complaints procedure.

IMPLEMENTING AND MONITORING

This policy will be reviewed every year to ensure that it continues to meet the general principle.

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