



Caldecote Primary School

Behaviour Policy

January 2025

1. Our Values

Happy
Healthy
High Achieving

Our values are underpinned by five **qualities** that all pupils are actively encouraged to develop and demonstrate:

- Respect
- Readiness
- Hardworking
- Resilience
- Kindness

2. Our Vision

Our vision for every pupil is that they

- reach their full potential and meets the high expectations set for them
- celebrate their successes with others
- feel happy and secure in their learning and play
- are enthusiastic, committed and engaged in all areas of school life
- strengthen their learning with healthy, balanced diets and activity
- work collaboratively as part of the wider community
- show respect, consideration and support for everyone and the environment
- can talk about and understand their feelings and the feelings of others

To enable pupils to achieve these aims, all staff are committed to:

- using different teaching and learning approaches which are inclusive of all
- fostering confident and motivated learners
- creating a positive, supportive and engaging learning environment
- providing a range of experiences and challenges to develop skills and interests
- listening to our pupils and responding positively to their needs
- maintaining positive home / school partnerships
- developing nurturing relationships which enable pupils to flourish

3. Our Approach

For definitions see Appendix 1.

Caldecote Primary School uses a therapeutic approach to behaviour which assists the school in fulfilling its values (Section 1) and vision (Section 2) by:

-
- Teaching pupils to understand that their behaviour has an impact on themselves and others
 - Helping pupils achieve self-discipline, tolerance and respect for others
 - Providing an environment where pupils feel safe and happy
 - Being consistent with values, actions, language and responses

We believe that pro-social behaviour and self-discipline are based on mutual knowledge and respect. Positive affirmation should have a place in achieving pro-social behaviour, but it must be recognised that consequences will result when pupils do not accept and follow the behaviour expectations and rules of the school.

Acceptable standards of behaviour require us all to model by good example. High standards for politeness are expected. Respect is given and expected in return. We believe respect is fundamental to all positive relationships and is taught by modelling.

Intrinsic to this approach is the additional belief that parents/carers, pupils and staff are all involved in a home/school partnership.

4. Expectations – Pro-Social Behaviours

Our pupil expectations are created collaboratively between pupils, staff, the School Council, the Parent Forum and Governors. They are shared with all stakeholders.

They are concerned chiefly with the safety and happiness of the pupils and preparing them for life in society.

We expect pupils to demonstrate these pro-social behaviours and meet these expectations at all times: in the classroom, playground, during educational trips, visits and events and whilst they are on the way to and from school wearing Caldecote School uniform when they are acting as representatives of the school.

Pro-Social Behaviours:

- Display active listening, eg look at others when you or they are speaking
- Do not talk when others are trying to speak
- Always be polite to others and use manners i.e. 'Please' and 'Thank you'
- Follow the playground and dining hall rules
- Walk around school quietly
- When an adult raises their hand for silence or attention, stop, be silent and raise your hand
- Sit appropriately on your chair i.e. no swinging, no knees up on tables, no sitting on desks
- Show respect and kindness to everyone and the environment
- Be responsible for your own belongings and do not touch things that belong to others
- Touching others should only be done in an appropriate way and with consent

-
- Remember to go to the toilet at break times
 - Tell an adult if you ever have a worry or concern
 - Reflect on your feelings and behaviours and the impact that your actions have on others

In Books:

- Be proud of all your workbooks (no doodles, best handwriting, neat crossing out, no rubbers, careful colouring, ruler for underlining)
- Set out work neatly starting each line on the left-hand side
- Always produce your best work
- Long date for English work, short date for other subjects and in Key Stage 1
- Write date and title on separate lines
- Use quality tools i.e. sharp pencils
- Look after reading books and keep them tidy on the shelves

In Lessons:

- Always listen carefully to adults
- Be ready to learn (sitting quietly, pencil, dressed appropriately, etc)
- Do not distract others by talking, fidgeting, not listening
- Always do what adults ask first time
- Be helpful, never huff and puff if someone doesn't know an answer
- Always work co-operatively, help others and try your very best
- Take care of property and keep your classroom tidy
- When faced with a challenge, try on your own, ask a friend or use a resource before asking an adult
- Remember that making mistakes is okay

Teachers are expected to discuss these expectations with their class at the start of the Autumn term and regularly throughout the year. These are published and referred to in all classrooms.

5. Positive Affirmation and Rewards for Pro-Social Behaviour

Specific positive affirmation should be the most consistent positive reinforcement strategy used in our school to support the high standards we expect. We try to focus on all the opportunities to acknowledge children's success in their work, attitudes, skills and behaviour. We expect all of our children to try to show expected pro-social behaviours and be co-operative and we will thank them for doing so.

We expect that the following positive affirmation may be used according to the situation:

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- Specific instant verbal praise to individual, groups and/or whole classes from an adult focussing on the skill demonstrated
 - Sharing the praise with another adult
 - Parents informed

Pro-social behaviour and attitudes are explicitly rewarded by the following awards:

Caldecote Values Award

This is our whole school award used to promote pro-social behaviour. There are 5 qualities celebrated in class and each week in celebration assembly:

Respect	}	3 nominations per week per class	
Readiness			- 2 of these get 3 house points
Hardworking			1 winner from these get:
Resilience		- Certificate	
Kindness		- Head teacher's tea party	
		- Receive 5 house points	

House Points

These are awarded for pro-social behaviour as well as showing a positive attitude to learning. Pupils collect house points for their team and individually to spend or save.

Examples of things that pupils can 'buy' with their house points are:

10 house points = Climbing frame queue jump

30 house points = Sit on a chair in assembly for a week

100 house points = play a board or card game with a member of staff of choice

200 house points = teach a lesson to you class

Golden Table (awarded by lunchtime staff)

Pupils are rewarded for pro-social behaviours in the lunch hall.

- Pupils can sit on the Golden Table all of next week
- Receive 5 house points

Playtime Ambassador Award (awarded by playtime ambassadors)

Pupils are rewarded for pro-social behaviours outside at playtimes.

- There is a KS1 and KS2 award
- Certificate
- Receive 5 house points

Junior Travel Ambassador Award (awarded by the JTAs)

Pupils are rewarded the JTA award for safe travel to and from school.

- There is a KS1 and KS2 award
- Certificate + mascot for the week
- Receive 5 house points

Sports Award (awarded by Mr Segrave, sports coach)

Awarded for demonstrating pro-social behaviours during PE lessons.

- KS1 and KS2 award
- Certificate
- Receive 5 house points

Walking Award (awarded by Y6 corridor monitors)

- Certificate
- Receive 5 house points

Whole Class Reward

All classes have a whole class reward system of pebbles or marbles in a jar which the class have to work towards as a team. This encourages a collective responsibility for pro-social behaviour

6. Anti-Social behaviours

For those pupils who present with difficulties in meeting our expectations in lessons and in social times we will always consider the age and stage of the pupil. See Section 8 for SEND adaptations.

In all cases of anti-social behaviour, an adult will try to talk to the pupil/s to try to find out what has happened. Staff will listen objectively to all pupils involved in an incident and record responses in a behaviour log.

For all steps, staff will use positive phrasing with '*thank you*' used a motivator. e.g. '*Walk in the corridor. Thank you.*'

In most situations the following steps will be worked through. The school recognises that in some situations it may be necessary to move to level 6 straight away. In exceptional circumstances (e.g. aggressive/dangerous behaviour, extreme bullying or racial abuse) it could be necessary to move straight to steps 7, 8 or 9.

STEP	Actions
<p>1 Tactical Ignoring</p>	<p>Tactical ignoring may be used if <u>the behaviour is only impacting on the learning of the individual themselves (unsocial behaviour)</u>. A pupil will always be talked with after this strategy is used to ensure they understand that their behaviour, although not impacting on others, is not acceptable.</p>
<p>2 Verbal/Physical Indication</p>	<p>A verbal/physical indication is given so the pupil is aware that the expectation is not being met. e.g. <i>'John, concentrate on your writing. Thank you'</i> <i>A 'look' or hand signal e.g. pointing to ear to request pupil to listen</i></p>
<p>3 Choices</p>	<p>Two simple choices which are acceptable will be given e.g. <i>'You can complete your work now or at lunchtime.'</i> <i>'We can talk here or outside the classroom.'</i> <i>'We can complete the work now or when you are ready but it does need to be completed.'</i></p>
<p>4 De-escalation</p>	<p>If there is continued non-compliance and/or the pupil is distressed, we will move to de-escalate the situation.</p> <p>The pupil will be given an indication the member of staff is waiting to listen as soon as the pupil is ready. This may be at the time or after the lesson.</p> <p><i>'I can see something has happened. I am here to help. Talk to me and I will listen.'</i></p> <p>A consequence and restorative conversation/task will take place (see next step)</p>
<p>5 Caldecote Consequences and Restorative Strategies</p>	<p><u>Caldecote Consequences</u> All staff follow the our Caldecote Consequences stages 1 – 3</p> <p>The stage of Caldecote Consequence will always be discussed with the pupil. A consequence must be logical and meaningful. e.g. <i>'You have not completed your work so <u>obviously</u> you will complete it at break time.'</i> <i>'You are not working sensibly here, so <u>obviously</u> you will now sit here.'</i></p> <p><i>See below for Caldecote Consequences</i></p> <p><u>Restorative Strategies</u> As part of the consequence, staff should engage the pupil in a restorative conversation or task, giving consideration to what the pupil needs to learn from the situation to support them to make a better choice next time.</p> <p><i>'You were shouting out during the lesson so obviously you will talk to me at break time about how this is inappropriate and impacts on everyone in the classroom.'</i></p> <p><i>'You have hurt another child on the playground so obviously you will not be on the playground tomorrow.' A restorative conversation or task should take place while this child is missing break time.</i></p> <p>See Appendix 3: Restorative Conversations and Tasks</p>

<p style="text-align: center;">6 Risk Reduction Plan</p>	<p>If there is a regular (a pattern has formed) occurrence of anti-social behaviour, the parents/carers will be contacted and invited into school to discuss the anti-social behaviour with the class teacher and their child.</p> <p>At this stage it may be necessary to complete and analyse Roots and Fruits (Appendix 5), and draw up a Risk Reduction Plan (RRP) (Appendix 4).</p> <p>The SENDCO, SLT, parents and pupil will be involved.</p> <p>The RRP will include a de-escalation script, educational and protective consequences and restorative activities enabling the pupil to reflect on their behaviour, repair any damage and restore relationships. This approach allows reflection on the harm that has been done and how it can be repaired and to explore, through discussion, how conflict is less likely to happen again.</p> <p>A Plan-Do-Review cycle of the RRP will take place. This will be at least termly, but the timescale will be determined case-by-case.</p> <p>If the RRP does not result in improved behaviour, a referral may be made for advice or support for the pupil in school. At this point, or in the process of the above, an Educational Health Care Plan may be considered for the pupil.</p>
<p style="text-align: center;">7 Internal Suspension</p>	<p>Decision can only be made by a Key Stage leader or Co-Headteacher.</p> <p>An internal suspension – usually in place as a protective consequence to keep pupil and others safe or able to learn e.g. withdrawal from breaktimes, lunchtimes separate to peers, working outside the classroom, etc</p>
<p style="text-align: center;">8 Suspension</p>	<p>Decision can only be made by a Co-Headteacher.</p> <p>Child to be taken home (temporary suspension between 1 – 5 days)</p> <p>For all suspensions – Statutory and LA guidance will be followed</p>
<p style="text-align: center;">9 Permanent Exclusion</p>	<p>Decision can only be made by a Co-Headteacher</p> <p>For permanent exclusions – Statutory and LA guidance will be followed</p>

CALDECOTE CONSEQUENCE STAGE 1 – CC1

BEHAVIOUR	<ul style="list-style-type: none"> • Talking at inappropriate times • Briefly preventing the learning of others • Pushing and jostling others • Irritating others • Minor unkindness to others • Not completing work in one lesson • One off rough play 	
CONSEQUENCES	<p>These consequences <u>will</u> occur for every CC1 behaviour:</p> <ul style="list-style-type: none"> • A teacher or TA will talk to me • I will apologise 	<p>There will also be a logical consequence linked to the behaviour. Examples:</p> <ul style="list-style-type: none"> • I am moved – eg: in the line, at break time or at my table • I finish my work at break time • I have equipment removed

CALDECOTE CONSEQUENCE STAGE 2 - CC2

BEHAVIOUR	<ul style="list-style-type: none"> • Repeated disruptive behavior or refusal to do as adults ask • Repeated rough play • Accidental damage through carelessness • Rude response – verbal and/or non-verbal • Minor challenge to adults e.g. answering back in a rude tone • Repeated name calling • One off swearing • Minor injury caused to another pupil • Not following online safety agreement 	
CONSEQUENCES	<p>These consequences <u>will</u> occur for every CC2 behaviour:</p> <ul style="list-style-type: none"> • My Key Stage leader will talk to me • I will apologise • A behaviour log will be completed 	<p>There will also be a logical consequence linked to the behaviour. Examples:</p> <ul style="list-style-type: none"> • My parents/carers are told • I fix/replace the damage caused • I finish my work at break time • I finish my work at home • I work outside of the classroom for a short time • I play separately to my friends at break time • I miss some of my break time or other privilege • I am not allowed online

CALDECOTE CONSEQUENCE STAGE 3 – CC3		
BEHAVIOUR	<ul style="list-style-type: none"> • Leaving the classroom without permission • Persistent classroom disruption • Deliberate damage to property • Harmful or offensive name calling, including racial, homophobic or gender specific remarks • Repeated swearing • Fighting or intentional physical harm to other pupils • Serious, repeated challenges to adults • Verbal abuse of adults • Stealing or lending other peoples' property without their permission • Bullying • Continuing to display the same <u>behaviours</u> after CC2 consequence • Repeated child on child behavior that is inappropriate or unwanted 	
CONSEQUENCE	<p>These consequences will occur for every CC3 <u>behaviour</u>:</p> <ul style="list-style-type: none"> • <u>Mrs</u> Stanton will talk to me • I will <u>apologise</u> • A behavior log will be completed • My parents / <u>carers</u> will be told 	<p>There will also be a logical consequence linked to the <u>behaviour</u>.</p> <p>Examples:</p> <ul style="list-style-type: none"> • I miss all of my break times for a short time • I work outside the classroom or by the office for a short time • I am separated from my peer group for a fixed amount of time • I lose privilege for a fixed amount of time • I fix/replace the damage caused

7. Recording and Monitoring

All classes have a behaviour book (see log template Appendix 2). Incidents of anti-social behaviour are logged in line with the Caldecote Consequence document above.

A behaviour log consists of:

- Date
- Full Names of all children involved
- Name of the adult recording
- Facts of the incident
- Details of Caldecote Consequence – Stage 1, 2 or 3
- Restorative action taken

All racial, homophobic or child-on-child abuse incidents are logged on My Concern. Behaviour logs and My Concern are regularly reviewed by the SLT and DSLs. These logs help staff to spot patterns, repetitive or consistent behaviours and enable staff to put Risk Reduction Plans in place where needed.

Governors and the Local Authority monitor the school behaviour, including the number of racist and homophobic incidents in school.

8. Special Educational Needs

Some pupils, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the expectations in school.

Individual strategies and reasonable adjustments will therefore need to be implemented to support them. This may include a tailor made Risk Reduction Plan and/or collaboration with the SENDCo and outside agencies such as SEND Specialist Services.

9. Additional whole school strategies and procedures to promote pro-social behaviours:

- To gain silence and attention all adults in school use the same strategy. Adults raise their hand and wait for all pupils to also raise their hands and fall silent before talking.
- Social awareness and understanding the needs and rights of others is taught as part of the curriculum, particularly in personal, social, health and citizenship education, religious education and assemblies.
- Mental and emotional health has a high profile in our school. We have dedicated staff who are trained to provide mental health support to all pupils and staff. All staff are trained to develop positive mental health in their pupils, through mindfulness activities, talk, supporting pupils with their emotional literacy, identifying needs, etc
- For some groups of pupils, good mental health, in particular self-esteem, is promoted through focus groups, e.g. social skills groups

10. Physical Intervention using reasonable force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. 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. The SLT should support their staff when they use this power (*DfE 'Use of Reasonable Force' 2013 advice for headteachers, staff and governing bodies*). Following use of physical intervention, staff will make a record in the school log.

Physical intervention must always be in the pupil's best interest.

Physical intervention must never:

- Have a negative impact on breathing/restrict breathing
- Cause pain as a direct result of the touch
- Cause a sense of violation
- Involve pulling or dragging a child
- Provide intimacy

Staff may use open or closed mittens (see Appendix 6) to steer or escort a pupil for their own or other's safety. This may be required to remove a pupil from an unsafe situation or from hurting others, including lifting or carrying a pupil. This may include separating pupils from each other or from their parents e.g. if their child is resisting coming into school and parents agree to staff supporting them.

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Staff may use pro-social touches to support, comfort or care for a pupil. These may include side hugs to comfort or congratulate, hand holding or offering an arm or hand to guide. Open or closed mittens must be used.

11. Suspensions and Permanent Exclusion

Internal suspension

This is a sanction adopted by Caldecote as follows:

- For anti-social behaviour where we consider that a suspension may not have a positive effect on future behaviour but where other consequences do not adequately reflect the seriousness of the behaviour.
- Internal suspension is a time outside the classroom when a pupil receives restorative intervention and has the opportunity to reflect on the serious nature of their anti-social behaviour
- The pupil will be suspended for a specified period, with minimal interaction with either adults or peers
- If the suspension is for a day, breaks and lunch will be taken separately to others

The procedure for internal suspension is as follows:

- A member of the SLT (in consultation with the Co-Headteacher) will sanction the suspension
- A letter will be sent to parents/carers confirming the reason, date and length of the internal suspension
- The suspension will take place in the office area
- The pupil will be supervised by a member of the SLT. There will be a list of suggested activities e.g. restorative activities, a letter of apology, class work.

Following each internal suspension, the SLT should review the effectiveness of the sanction. It should be used as a 'one-off' measure and if it is needed more regularly, a behaviour review meeting should be convened with parents, teachers and any other agency involved.

Suspensions and Permanent Exclusions

Serious behaviour incidents may result in a suspension or permanent exclusion.

- A lunchtime suspension can be applied when a pupil's behaviour is unacceptable in the playground or the lunch hall. Parents/carers must take responsibility for their

pupil for the lunch break and return him/her for the start of afternoon school. It is expected that these suspensions will be used for short periods. If a pupil is asked by the school to go home at lunchtimes, this must be treated as a half day fixed period suspension for each lunchtime, even when the pupil returns to school in the afternoon.

- Only a Co-Headteacher has the power to suspend or exclude a pupil from school. The Co-Headteacher may suspend a pupil for one or more fixed periods, including for lunchtimes, for up to 45 days in any one school year. The Co-Headteacher may also exclude a pupil permanently.
- If the Co-Headteacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Co-Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The School will inform the parents how to make any such appeal. The Co-Headteacher will inform the Local Authority (LA) and the governing body about any permanent exclusion and suspensions.
- The Governing body itself cannot either suspend a pupil or extend the period set by the Co-Headteacher. The Governing body has a discipline committee (appeals committee), which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion they will consider the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Co-Headteacher must comply with this ruling.
- Following a suspension or an exclusion that is overturned by the appeals panel, a reintegration meeting is held with the parents/carers and the pupil on return to the school.
- All suspensions and exclusions must follow the statutory guidance May 2023.

12. Supporting Staff in the Application of this Policy

All staff members have a collective responsibility for behaviour and discipline within the school and are expected to help and support each other, when needed, without reservation. We ensure that no member of staff is, or feels, isolated at any time. In the cases of continued or extreme anti-social behaviour, external advice may be sought.

13. Governors' Responsibilities

The legal responsibility for the discipline of the school lies with the governors who have delegated the day-to-day management to the Co-Headteachers; who in turn delegate actions to the SLT and staff.

14. Expectations of Parents

A Home/School agreement is provided for all incoming pupils on their arrival at the school and both parents and pupils are expected to read it and sign a declaration that they agree to it. We expect parents to be aware of the school expectations and to support the implementation of this behaviour policy.

We look to our parents to make their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all we regard it as the responsibility of the parents to foster good relations with our school and to show an interest in what their child does here.

15. Policy Review

The policy statement will be reviewed in line with the rolling programme of policy reviews.

Headteacher: Date:

Chair of Governors: Date:

Appendix 1: Definitions

Therapeutic approach

An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic.

Dynamic

Everyone who is affected by an individual or institution

Behaviour

Anything a person says or does, everything we see or hear.

Everything from the most pro-social to the most extreme anti-social

Pro-social behaviour

Behaviour which is positive, helpful, and intended to promote social acceptance

Behaviour characterised by a concern for the rights, feelings and welfare of others

Behaviour which benefits other people or society

Unsocial behaviour

Not seeking to associate with others but not to the detriment of self or others

Not choosing to behave sociably in the company of others, but not to the detriment of self or others

Not doing as instructed or dictated, but not to the detriment of self or others

Anti-social behaviour

Behaviour that causes harm to an individual, the community or to the environment

Behaviour that is likely to cause injury, harassment, alarm or distress

Behaviour that violates the rights of others

Self-discipline

Participate, contribute and achieve – independent of external control or competition – where behaviour outcomes and achievement are controlled by the individual's motivation

Consequence

A logical, explainable response to a pro-social or anti-social behaviour

Educational consequence

A consequence given with the aim that the pupil learns from the situation to support them to make a better choice next time.

Protective consequence

This consequence is only used if a privilege is needed to be removed to reduce a risk of harm. This will be logical and based on evidence of a perceived danger.

Restorative approach

Focuses on harm that has been done

Considers how the harm can be repaired

Looks at experiences, feelings and needs

Plans to ensure conflict is less likely to happen in the future

Appendix 2: Behaviour Log Template

HOW TO COMPLETE A BEHAVIOUR LOG (each section is new line)

Date **Full names of all children involved**

Name of adult recording

Facts of incident

Caldecote Consequence – see below

CC1, CC2 or CC3?

Details of consequences

Restorative action taken

Appendix 3: Restorative Conversations and Tasks

Aim:

-
- Focuses on harm that has been done
 - Considers how the harm can be repaired
 - Looks at experiences, feelings and needs
 - Plans to ensure conflict is less likely to happen in the future

Questions and conversation prompts:

- What happened? (tell the story)
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so we can make a different choice next time?
- What would you like to happen next?
- How can we make things better for *John/you*?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back into the classroom/playground/etc?
- What do you think *John* might need?

Additional restorative strategies:

- Social stories
- Comic Strip conversations
- Role-play with dolls/soft toys or puppets
- Circle time activities
- Signing or signalling
- Use signs, pictures and symbols to communicate emotions

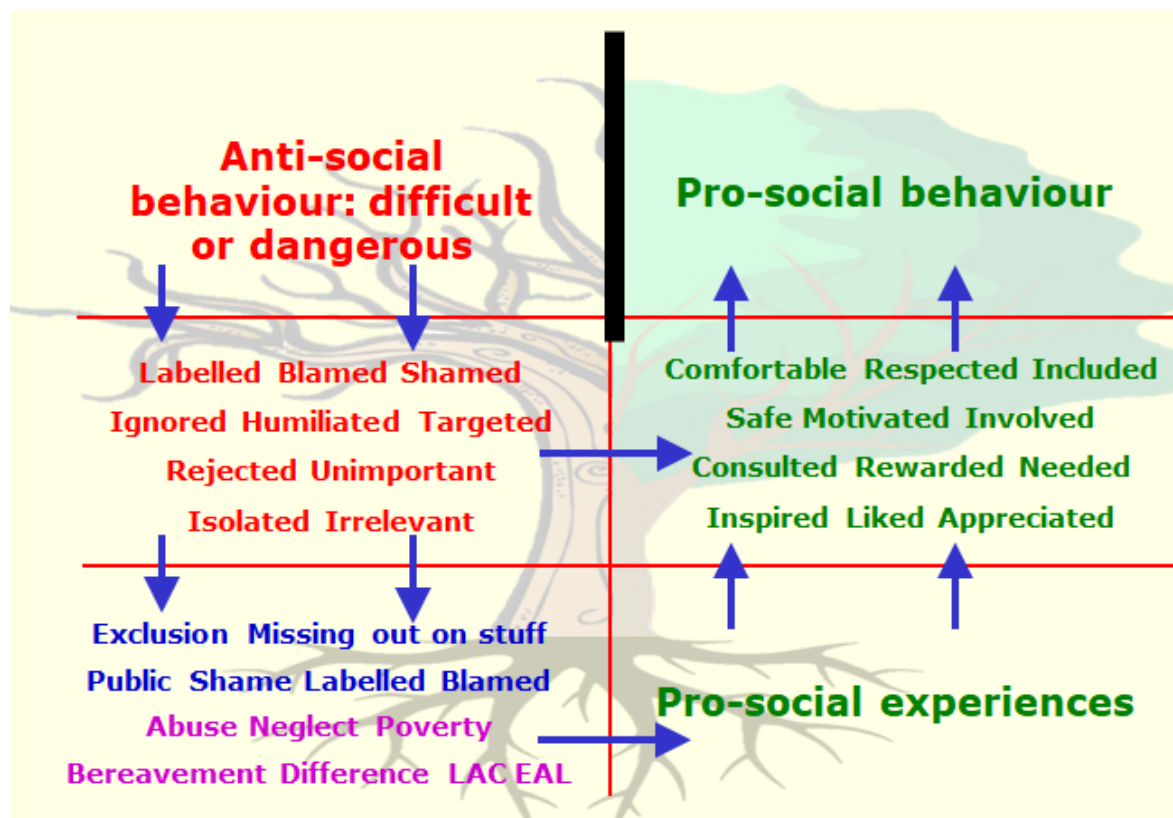
Appendix 4: Risk Reduction Plan



Risk Reduction Plan

Name	DOB	Date	Review Date
Pro-social behaviours			Strategies to respond
Anxiety behaviours (DIFFICULT)			Strategies to respond
Crisis behaviours (DANGEROUS)			Strategies to respond
Debrief Notes (reflect, repair and restore)			

Appendix 5: Roots and Fruits



Appendix 6: Physical Intervention

Open mitten



- Fingers together
- Thumb away from fingers
- Palms parallel to floor

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Closed mitten



- Fingers and thumb together

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

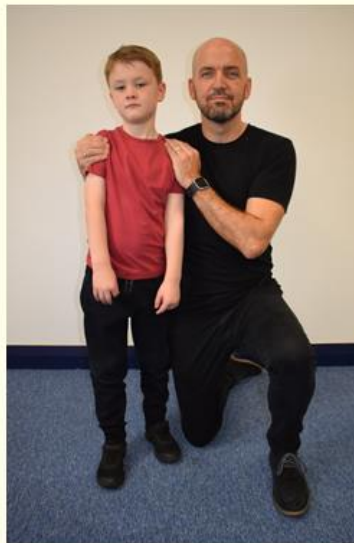
Open mitten escort (to support, guide and escort)



Offering an arm (to support, guide or escort)



Supportive hug (to support, guide or escort)



Supportive arm (to support, guide or escort)

