



## Castleway Primary School & Castleway Nursery School Behaviour Policy

Updated & Reviewed: September 2023

### A Positive Approach and Growth Mindset

- Our behaviour policy is based on personal relationships and positive praise.
- We encourage appropriate behaviour by consistently recognising, highlighting and rewarding good behaviour as it occurs.
- When supporting children, we recognise the emotion, create opportunities for children to take responsibility for their actions, self-regulate, reflect and create trust, reliability and security through consistency.

### Reward System

We believe that our reward system at Castleway will encourage children to develop the intrinsic motivation they need to achieve all that they aspire to, both academically and socially. It not only applies to academic achievement and success but also celebrates citizenship and acts of kindness and consideration.

There are two aspects: individual rewards and whole class rewards

#### Individual rewards

These recognise a child's individual efforts and achievements:

- ✓ Team Points.
- ✓ Visiting the Headteacher to share work they are proud of.
- ✓ Weekly 'CastleWAY Award' in our Celebration Assembly

#### **Positive recognition of an individual's achievement**

A child's individual efforts will be recognised by the award of Dojo points. These may be given for:

- a) keeping and modelling the 'We are Castleway' Principles
- b) effort
- c) maintaining a positive attitude, good behaviour, continued effort

Note: Dojos **will not** be deducted for inappropriate behaviour

#### **The CastleWAY Award**

Teachers choose a recipient for the 'CastleWAY Award' weekly. Teachers nominate a child from their class to be receive this award and state the reasons why they have been chosen, linked to them displaying a growth mindset and maintaining the Castleway Principles.

#### **Proud Wall**

Teachers will choose at least one child per week to visit the Headteacher to highlight a piece of work on Castleway's 'Proud Wall'. The work should be something that is a particular achievement for that child. Children should be able to articulate why their teacher is proud of them. Stickers can be placed in the child's book to celebrate their achievement.

#### **The 'We are Castleway' Principles are:**

- We take care of each other.
- We look after each other.
- We listen to each other.
- We respect each other and our community.
- We are Castleway.**

Children should be reminded of our school principles regularly and every day.

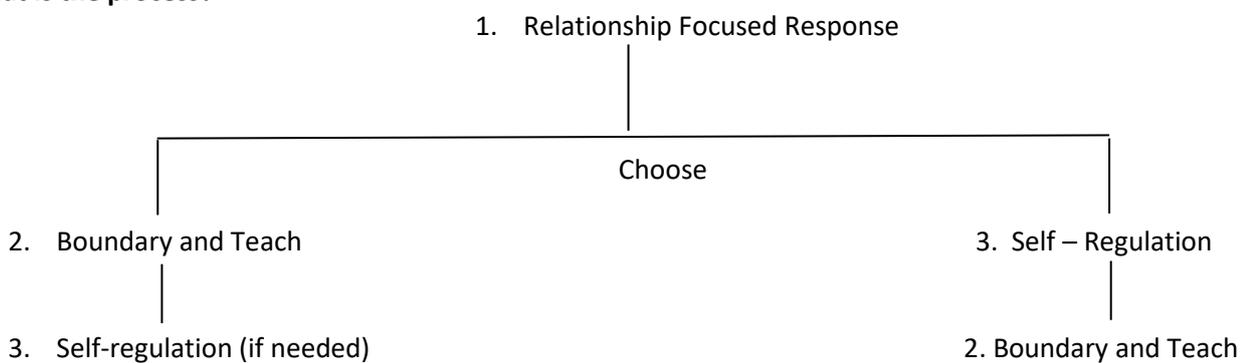
To support children with this each class will operate a visual 'ladder' system:

You've done something special today!
Consistently good effort
All children start every day here
Lost Learning Time

'Lost Learning Time' is an opportunity for children to take responsibility for their actions and learn through the boundaries that are set. For example, if children have not completed work after a number of reminders this will be completed in this time. Or, if a child has hurt another child during break time, they will miss a section of the next break to talk through what has happened and discuss what they could have done.

Where appropriate, 'Lost Learning Time' should be completed with the adult who was involved in the incident. This is to help children to continue to develop a **connection** with this adult and ensure a resolution is made. Teachers and staff will use their professional judgement with regards to who is best placed to complete 'Lost Learning Time'.

### What is the process?



### Self-regulation

Self-regulation is not a sanction but skills and tools to calm down.

### How can I support a child to calm down?

**Calm time** – after a behaviour incident you offer the child some time to self-regulate, calm down. These activities children can engage with themselves. This should be a quiet, reflective time. Allow 10 minutes, no more than half an hour. The timing is suggested and adults should use their discretion and professional judgement to do what is right for the child and the situation.

**Thinking time** – if the child is finding it really hard to calm down they might need you to take some control and help them to manage their emotional state with them. You are making a **connection**.

Use words like; 'we' 'lets' and 'together'. Go somewhere safe if you can. Sit down with the child on the floor – face them if it is safe enough. Count slowly to 20 in calm voice.

Where appropriate, children should be supported through this process by the adult who was present at the point of escalation. Please note; a child who chooses to behave this way is different than a child in crisis. Sanctions for 'chosen behaviour' will be in line with the behaviour and will vary according to the child.

# Castleway Primary School – Appendix to Behaviour Policy

## Guidance

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Definitions

Whilst we pride ourselves on our relationship focused behaviour approach at Castleway, it is important that definitions of what constitutes poor behaviour and serious misbehaviour are consistent across school.

**Poor behaviour** is defined as:

- Disruption in lessons or assemblies, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school principles
- Any form of bullying – see the anti-bullying policy
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments, sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism or Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour