

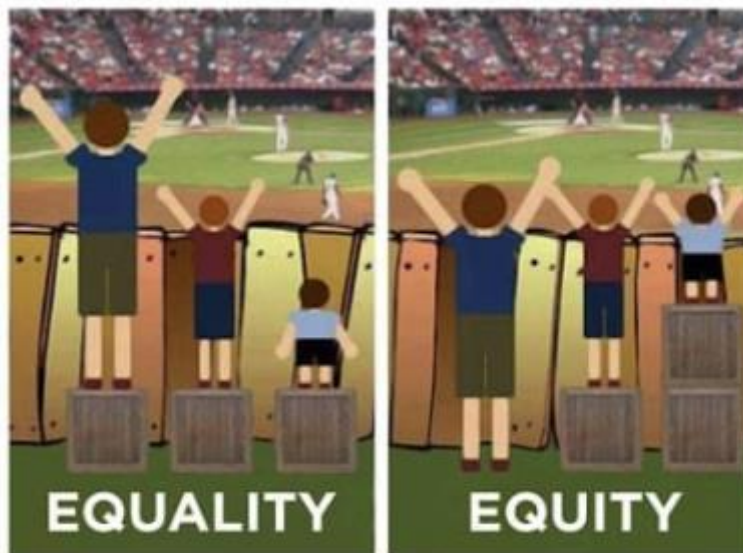
Castleton and Glaisdale Primary Schools
Behaviour Policy
Reviewed May 2026
Next Review: May 2027

Overview

We pride ourselves on being an inclusive Trust, welcoming pupils with a wide range of strengths and needs. As a result, it is likely that some children within our schools may sometimes experience difficulty in managing their own behaviour, just as other children may struggle with reading, addition, etc.

In the same way that we provide personalised approaches for individual pupils in subjects such as maths and English, we also provide personalised approaches to behaviour management, where needed.

We ask all members of our school community, including pupils, staff, parents, governors and visitors, to respect this approach.



Four rules for positive behaviour

Our behaviour policy is based on four key rules:

- Be ready.**
- Be kind.**
- Be safe.**
- Be respectful.**

Adults and children in school are encouraged to refer to these statements when recognising positive behaviour and when discussing inappropriate behaviour choices.

Visual reminders of the statements are displayed around the school, including in each classroom.

Nurture Principles

Our behaviour policy is informed by the Nurture Principles, as part of our work towards becoming a Nurturing Trust.



Aims of the policy

1. To support all adults and children in school to follow the four rules:
 - Be ready.
 - Be kind.
 - Be safe.
 - Be respectful.
2. To create a safe, happy and productive environment for all;
3. To provide a common language, which is understood by all staff, children and all others who may work within the school, including a de-escalation help script;
4. To provide a framework on which to base discussions about behaviour with parents and carers;

Guidelines

1. Class teachers are able to develop their own systems for rewarding positive behaviour and effort, linked to Class Dojo. Examples of rewards might include Dojos, stickers, certificates, letters home, Star of the Week, a special mention in assembly, Headteacher Award, etc.
2. The aim of our behaviour policy and procedures is not to punish but to de-escalate and discuss, supporting pupils through a Nurturing approach in order to resolve disputes, reduce reoccurrence of incidents and help pupils to develop their own behaviour management and self-regulation strategies.
3. Where required, a child may have an individual behaviour plan. This will be created by staff, parents and - if appropriate – the child; will be shared with all staff; and will be reviewed regularly.
4. Details of any serious behaviour incidents should be recorded and referred to the Headteacher. Parents may then be invited to school to discuss the behaviour.
5. If physical intervention is required, this should be carried out by a trained staff member (where possible), and should only be used where other de-escalation strategies have not worked or where failure to intervene is likely to result in injury. Any physical intervention must be recorded and reported to the headteacher as soon as possible after the incident.
6. In exceptional cases, a child may be excluded after consultation with the parents, governors and YEAT.

'Hands Up' System

This is a visual system we use throughout the school when we need a group of children to be quiet, if it is felt that asking for quiet won't work e.g. in the dining room or in a noisy lesson, tidying up, PE, drama or outside school.

Everyone in the room, including other staff and the person who instigated the hands up, should all stop talking and also put their hands up. The member of staff who needs the children to be quiet should only start to speak when there is complete silence and all hands are up, and he/she has put own hand down (supporting the 'no speaking when your hand is up' approach).

Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

If a member of staff observes any behaviour which could be recognised as bullying* (including cyber-bullying and/or prejudice-based and/or discriminatory bullying), this issue should be raised with the child, the class teacher and also be brought to the attention of the headteacher. The issue should then be closely monitored and action taken to ensure that the child has no opportunity for this behaviour to continue. The teacher and headteacher should liaise to establish good behaviour from the child, referring to the four rules. *See also the anti-bullying policy.*

The issue may need to be brought to the attention of the child's parents by the headteacher where the four rules would be used as a basis for working towards good behaviour.

* *Bullying involves a persistent form of inappropriate behaviour by one or more children towards a child or group of children. Examples can include:*

TYPE OF BULLYING	DEFINITION
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<i>TYPE OF BULLYING</i>	<i>DEFINITION</i>
<i>Emotional</i>	<i>Being unfriendly, excluding, tormenting</i>
<i>Physical</i>	<i>Hitting, kicking, pushing, taking another's belongings, any use of violence</i>
<i>Prejudice-based and discriminatory, including:</i> <ul style="list-style-type: none"> • <i>Racial</i> • <i>Faith-based</i> • <i>Gendered (sexist)</i> • <i>Homophobic/biphobic</i> • <i>Transphobic</i> • <i>Disability-based</i> 	<i>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)</i>
<i>Sexual</i>	<i>Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching</i>
<i>Direct or indirect verbal</i>	<i>Name-calling, sarcasm, spreading rumours, teasing</i>
<i>Cyber-bullying</i>	<i>Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)</i>

Children and parents need to understand a clear definition of the term.

HELP SCRIPT

We use a restorative approach to behaviour and always aim to deescalate a situation before using physical intervention. This is used as a last resort using approved techniques and is always recorded in the serious incidents book.

Restorative Questions

- *What happened?*
- *How were you feeling?*
- *How do you think other people felt? [Use specific names, as appropriate]*
- *How do you feel now?*
- *How can we put it right?*

Help Script for Children in Crisis

- *I can see that you are (angry/sad...) I would feel (angry/sad...) too if
(E.g., someone had called me a name ...) or I can see something has happened*
- *I want to help you.*
- *When you are ready to talk, I will listen.*
- *Come to (my office/ our classroom ...) and you can talk to me.*
- *[Children can also be reminded to, 'Take the help.']*

Just keep repeating the I want to help onwards part if child does not respond. Do not get into a discussion until child is where you want them to be.

Where more than one child has been involved in an incident, ensure that all parties are aware that the situation has been dealt with. Some children experience a sense of injustice if they do not see that the other child(ren) have been spoken to.

Reminders

Remember that your body language, tone and demeanour all support de-escalation.

Stay calm and use a calm/passive tone when speaking.

Be conscious of your facial expression and body language.

Seek support from other staff members if needed.

If you feel unable to deal with the situation, seek immediate support from another staff member.