Castle Camps C. of E. (V.C.) Primary School

Policy for

Behaviour

(Cambridge Therapeutic Thinking)

Date Approved by Governing Body: 28th September 2026

Date for Review: September 2027

Section 1: Vision and Values

Life in all its fullness

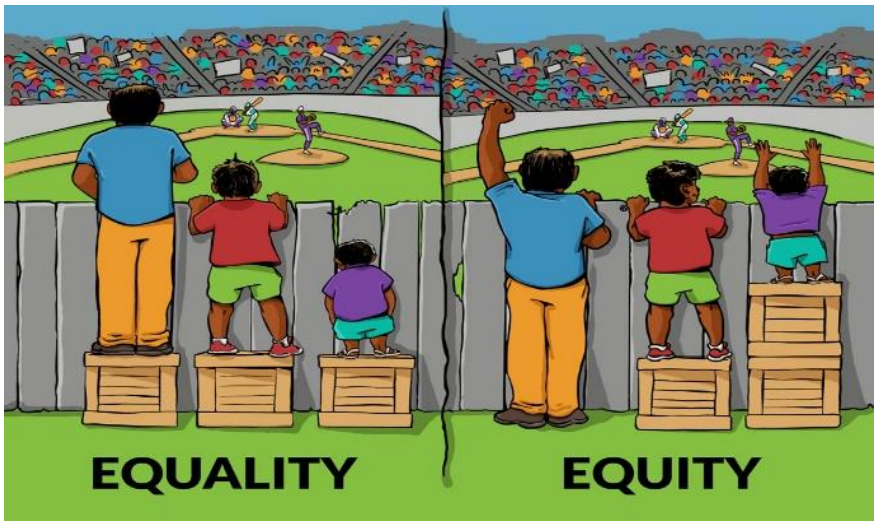
Our Vision
Our Vision for Castle Camps Primary School is underpinned by the Bible Verse John 10:10. 'That they shall have life, life in all its fullness'. This verse is particularly relevant to us as we seek to enable everyone in our community to thrive and flourish, whatever their needs, ability or position. We warmly welcome children from different backgrounds and cultures – all faiths or none - and learn together as a community of unique individuals, doing everything in love. Our children are encouraged to embrace our ever-changing world with confidence, courage and creativity. They are taught to respect and care for themselves, others and their environment, and to challenge themselves academically, physically and spiritually.

Our Ethos
Our school has been described as caring, welcoming and friendly. We pride ourselves on building effective working relationships with our children, our parents and our community. All members of our community are valued and cherished and we believe that we achieve this by the values that underpin all we do, and all decisions we make. Visitors are impressed by the calm and purposeful atmosphere around the school, the politeness of our children and the helpfulness of our staff. Within our Christian context, we aim to serve all our children to the very best of our ability, promoting our core values, tolerance and a zest for life.

Our Values
Our vision intrinsically links to our core values of Love, Courage, Wisdom, Respect, Hope & Community which are at the heart of everything we do at our school. We uphold the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

At Castle Camps C of E Primary School we adopt an approach to behaviour that prioritises the pro-social feelings of everyone in the dynamic. We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equity and fair treatment for all.
- Praising and modelling good behaviour.
- Challenging and disciplining misbehaviour through learning and protective consequences.
- Providing a safe environment, free from violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.



The school aims to support children based on their individual needs. All children are unique and the support we offer as a school reflects this.

Section 2: Pro-social behaviour

Pro-social behaviours refer to voluntary actions specifically intended to benefit or improve the wellbeing of everyone within the school dynamic. Examples include speaking and listening to one another, helping, sharing, consoling, comforting, cooperating, developing resilience, determination and hard working.

- 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, within our community or society.
- Behaviour which reflects the values at the heart of our school.

Pro-social Behaviour	How all members of staff and volunteers should respond
Listening	Praise, promote and celebrate Encouraging words Model Share work or positive experiences with headteacher for further praise Greeting individual children You have gone over and above Verbal feedback to parents Class teacher and peer nominations for Golden Book linked to our core values End of the day 'Reflection' House points Golden tickets
Taking turns	
Sharing	
Collaborating	
Kindness	
Helping	
Guiding/teaching/peer support	
Respectfulness	
Readiness for learning	
Politeness and good manners	
Honesty and trustworthiness	
Showing compassion and understanding	

Rewards

All celebration, in which ever form is deemed appropriate, should be a reward for effort and achievement. Not used to 'bribe' a child into doing or achieving.

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following identified positive behaviour choices.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly acknowledged

The school rewards effort and achievement in the following ways:–

- a positive phone call or email home
- Speaking to parents at pick up

- Google Classroom note/note in Home School Book – Tapestry platform for EYFS
- Golden Book nominations (peer and staff)
- Golden Time
- House Points/Golden Tickets
- Stickers

If children feel comfortable, safe and valued then they will have pro-social feelings that encourage pro-social behaviour.

Everyone in the school dynamic is responsible for teaching, modelling and employing pro-social behaviours in every area of school life.

Section 3: Supporting All Learners

All children at Castle Camps C of E Primary School have access to a universal approach, which may then be graduated or targeted as appropriate to meet their needs.

Universal – Class teacher
Reasonable adaptations, interventions and support delivered at a whole school level. This includes discussions of SEMH, Collective Worship, pastoral time, PSHE and the overall curriculum.

Graduated – Class teacher
Interventions in the classroom
Time to speak to an adult
Regular communication with parents

Targeted - Class teacher, SLT, SENCO

- 1:1 Teaching Assistant support
- Bespoke curriculum provision, i.e. baking, gardening
- Reduced timetables
- Sensory circuits
- Sensory support in another appropriate environment
- Support from outside agencies
- Forest School
- Out of school alternative provisions
- Differentiation and adaptation of curriculum and resources is provided to meet a child's basic needs within their learning environment, which will be based upon the recommendations of professionals working with the child. This may include but is by no means comprehensive: Sensory support, i.e. wobble cushions, ear defenders
- Considered seating plans
- Enlarged text
- Safe space
- Individual learning/behaviour plans

The teaching and learning is the responsibility of the class teacher, with support from a Teaching Assistant where provided.
Appropriate support and provision is provided for class teachers by the Senior Leadership Team (Headteachers, SENCO and the Deputy Headteacher).

Section 4: Unsocial Behaviour

Unsocial behaviours are not anti-social as they are not to the detriment of others.

- 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, but not to the detriment of self or others
- Extroverts may communicate negative feelings through loud interaction
- Introverts may communicate through quiet non-compliance
- Unsocial behaviour may indicate negative feelings that require additional support through nurture provision or other appropriate provisions.

Unsocial Behaviour	How staff should respond
Refusing to take part in a curriculum activity i.e. not joining in with PE	Positive but firm language, clear expectations and take up time. eg. “Helen, I need you to pick up the ball and practice your throwing skills. Thanks.” Give space (walk away if safe to do so) and time to comply. Acknowledge/reward compliance. Continued non-compliance - “Helen, you can either practice your throwing as you’ve been asked, or … it’s your choice.” Peripheral praise - “Tom and Jen, I can see you are doing some fantastic throwing today, well done!” Acknowledge/reward Helen’s compliance. That’s your choice. Join us when you are ready. Repeat instruction and say ‘Thank you’ Limited choices – given by adult Talk to the child about the impact this behaviour will have upon themselves/others Child select a partner to support them For children with an EHCP or a personal plan, possible liaison with parents Explore reasons behind the non-compliance/unsocial behaviour
Not joining in with collaborative work	
Not following instructions in class	
Not eating lunch	
Not accepting support/resources to facilitate learning	

Section 5: Anti-social Behaviour

Anti-Social Behaviour
Anti-Social Behaviour is defined as:
- Behaviour that violates the rights of others
- Behaviour that is **difficult** or **dangerous**, causing harm to an individual, a group, the community, or the environment. This may be repeated, or a single incident.
- Behaviour that is likely to cause injury, harassment, alarm or distress.

The majority of pupils behave pro-socially and conform to the expectations of our school. We have a responsibility to operate an effective behaviour policy* that encompasses preventative strategies for tackling difficult and dangerous behaviour in relation to the whole school, each class and individual pupils.

All school staff will receive training to feel that they are able to manage difficult behaviour and have an understanding of what anti-social behaviours might be communicating. They need to know what options are available to them for managing dangerous behaviour.

Difficult behaviour
Behaviour that is anti-social, but not dangerous. It should be acknowledged in terms of context: 'Daniel continually calling out is difficult within a group teaching activity'.

Dangerous behaviour
Behaviour that is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Section 6: Stages of Intervention

Stage	Intervention	Communication
Stage 1 - Positive Reminder	At the teacher's discretion, the child will be given a positive reminder of the expected behaviour(s). Examples *I am giving you a positive reminder…* • *Listen when it's someone else's turn to speak.* • *Respect other peoples' opinions.* • *Speak in a quiet voice.* • *Respect others' personal space.* • *Walk on the left.* If appropriate, make reference to our 5 Golden Rules: 1. *We are kind gentle and helpful.* 2. *We respect property and other people.* 3. *We try our best and work hard* 4. *We are polite and show good manners.* 5. *We behave sensibly and safely in school.*	Positive verbal reminder to pupil.
Stage 2 – Verbal Warning	If negative behaviour persists the child should be given a verbal warning and encouraged to choose the correct behaviour. The child should be reminded clearly of the expectations and behaviour required (Golden Rules) and the consequences if they continue the unacceptable behaviour. The child may be asked to move to a different space or to work alone within the classroom to support them to make good choices with their behaviour. Warnings are not recorded in children's home school communication books.	Verbal warning Warnings are not recorded in children's home school communication books.
Stage 3 – Yellow Card	A yellow card should be **verbally issued** if a child persists with unwanted behaviour / another rule is broken. A yellow card can be issued before Stage 1 and 2 at staff's discretion based on their professional judgement of the situation. Examples where it may be appropriate to move directly to Stage 3 include: • use of mild inappropriate language (non-threatening) • an incident of difficult behaviour that warrants more than just a warning • unintentionally hurting another child through rough play or careless actions	The class teacher should record a verbal yellow card has been given in the child's Home School Communication Book and on the behaviour log (Google Drive). Pupil to meet with Headteacher the following breaktime.

	• speaking to or about another child or adult inappropriately • unintentionally causing damage to class equipment through careless behaviour The child may be asked to move to a different space or to work alone within the classroom to support them to make good choices with their behaviour or to prevent further disruption to learning. The child will meet with a member of SLT the following break time to discuss strategies to avoid the behaviour(s) being repeated, using the main questions of a restorative approach. 1) *What happened?* 2) *What were you thinking at the time?* 3) *How did you feel?* 4) *Who has been affected?* 5) *How do you think they felt?* 6) *What should we do to make things better/ How can we do things differently in the future?* The class teacher should record a verbal yellow card has been given in the child's Home School Communication Book and on the behaviour log (Google Drive).	
Stage 4 - Red Card	A red card should be verbally issued if a child persists with unwanted behaviour / another rule is broken. A warning (or additional yellow card) following a yellow card will result in a red card. A red card can be issued before Stage 1, 2 and 3 at staff's discretion based on their professional judgement of the situation. It may be appropriate to move directly to Stage 4 include if a staff member makes the judgement that there has been a serious incident of intentionally harmful behaviour or difficult behaviour. Discussions may need to be held with a member of SLT to determine whether a serious incident of harmful or difficult behaviour should be dealt with in line with Stage 4, 5 or 6. Examples where it may be appropriate to move directly to Stage 4 include • targeting harmful (verbally abusive) language towards another individual • use of inappropriate language • a serious incident of difficult behaviour • threatening someone	A red card should be verbally issued if a child persists with unwanted behaviour / another rule is broken. Class teachers should use their professional judgement as to whether they will telephone or request to meet with parents The class teacher should record a verbal red card in the child's Home School Communication

	• intentionally attempting to or physically harming another child • intentional destruction of property (e.g. class equipment, another child's property) • stealing The child may be asked to move to a different space or to work alone within the classroom to support them to make good choices with their behaviour or to prevent further disruption to learning. The child will meet with a member of SLT as soon as possible to discuss strategies to avoid the behaviour(s) being repeated, using the main questions of a restorative approach (detailed previously). The class teacher should record a verbal red card in the child's Home School Communication Book and in the behaviour log. Class teachers should use their professional judgement as to whether they will telephone or request to meet with parents if a child receives a red card. If a child receives a red card for an incident of harmful behaviour the parent of the child targeted and the child receiving the card should be informed by the class teacher or member of SLT.	Book and in the behaviour log. Headteacher to determine if the incident should be dealt with in line with Stage 5.
Stage 5 – Meeting with SLT	Period of isolation with a member of SLT A child should spend time in isolation with a member of SLT if: • they continue to display difficult behaviour (after being withdrawn) or after returning to class. • there have been repeated incidents of serious intentionally harmful or difficult behaviour within a half term. • there has been a serious incident of intentionally harmful behaviour that staff judge warrants this level of intervention Discussions may need to be held with a member of SLT to determine whether a serious incident of harmful or difficult behaviour should be dealt with in line with Stage 4, 5 or 6. The period of isolation time will be determined by the member of SLT based upon the behaviour that has resulted in the period of isolation.	Headteacher to record incident and speak directly to parents and the child.

	The class teacher (or member of SLT in exceptional circumstances) will provide work for the child to complete during the period of isolation. The member of SLT will hold a restorative conversation with the child. Parents will be telephoned by the member of SLT to discuss the child's behaviour and next steps going forward.	
Stage 6 - Suspension	Only the Headteacher can suspend a pupil from school on disciplinary grounds. A decision to suspend will be taken only in response to serious or persistent breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of others. See *Cambridgeshire Exclusion and Suspension Guidance* for more information.	Headteacher to complete checklist Meeting and Formal letter to parents notifying them of exclusion. Reintegration meeting with parents.
Stage 7 – Permanent Exclusion	Only the headteacher can permanently exclude a pupil from school on disciplinary grounds. A decision to suspend will be taken only in response to serious or persistent breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of others. See *Cambridgeshire Exclusion and Suspension Guidance* for more information.	See *Cambridgeshire Exclusion and Suspension Guidance* for more information.

Section 7: Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by this policy, never previously experienced, or so historic we believed they would not reoccur. It is behaviour that is unpredictable or maybe considered inappropriate for the situation and not in keeping with the standards of behaviour we would expect.

Children should only be physically removed from a space in school if they are at risk to their own safety or other children or staff and it is safe for staff to do so without risking harm to themselves.

In the event of unforeseen behaviours, we would apply responses to level three (anti-social behaviour), liaise immediately with external agencies (i.e. Emergency Services, Social Services, SEND team) and complete a detailed Risk Reduction Plan.

Unforeseeable Behaviour	How staff should respond
Self-harm	Risk Reduction Plan and meeting with parents and teacher Take 5 minutes Go to a safe space in classroom or outside Ready, respectful, safe Remove the class Contact SLT Inform the Police
Being under the influence of drugs or alcohol	
Taking members of staff hostage	
Being physically violent	
Being emotionally abusive	
Being sexually abusive	

Section 8: De-escalation Scripts, ABC Forms and Risk Reduction Plans

De-escalation scripts and Risk Reduction Plans will be used with pupils.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Very rarely a child may need to be positively handled to prevent serious harm to themselves or others. If a child presents a foreseeable risk, school should prepare a risk assessment and seek advice for Cambridgeshire Therapeutic Thinking Team. For staff who have not received this training, there may be occasions when they need to use restraint, e.g. to stop a child running into the road. In all cases staff must use their best judgement (dynamic risk assessment) and ensure that all actions are reasonable, proportionate and necessary. Following any such incident a written record is made, parents informed, new risk assessment and further training as necessary. This will be part of the debrief process.

The de-escalation script that we will apply is:-

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and …

All staff will wear this on their lanyards.

In order to obtain a detailed analysis of what happens each time an difficult or dangerous behaviour occurs, it is helpful to complete an ABC chart.

Section 9: Exclusion

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023).

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

All decisions about exclusion must be made with reference to this document which outlines statutory responsibilities and guidance. For Primary pupils at risk of exclusion schools should contact Special Educational Needs and Disabilities (SEND) Services.

The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. DFE Sept 2023.

A permanent exclusion will happen when a child has repeatedly demonstrated anti-social behaviour in Stages 4 & 5 and support, including Risk Reduction Plan, Reduced Timetable, Bespoke Curriculum, Appropriate Provision, (but not exclusively) has been provided. The Access and Inclusion Team would have been involved.

In extreme cases a child may experience a suspension or permanent exclusion with no prior history.

Roles and Responsibilities

The Headteacher can make the decision to exclude.

In the Headteacher's absence the Senior Leadership Team Members have the right to exclude.

The Headteacher will inform parents/carers of a fixed term or permanent exclusion via a Telephone call, email and letter.

The Access and Inclusion Team will be informed.

Parents will be informed of their rights by the Headteacher of their rights following an exclusion.

Risk Reduction Plans, timetable, classroom support and the needs of all pupils will be considered with protective consequences prior to a child returning from a fixed term exclusion

All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

Permanent exclusion is only to be used as a last resort.
Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

The Headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education, and the governing body meets to discuss

reinstatement within 15 school days. School can recommend a temporary reduced timetable but this is not enforceable.

Where the pupil's reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.

The timeframes set out in the Exclusions Policy remain in force, where practicable.
Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing body decides whether any meetings should be delayed.

If it is decided, as per the criteria in the Exclusions Policy, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.
In the event that a remote access meeting is necessary, the governing body ensures that any technology used for these meetings is understood by all participants, and that support is facilitated for any participant who may need it.

The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology.
Procedural requirements for exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.
Families are made aware that they do not have to consent to a remote access meeting, but that this will likely result in the meeting being delayed.
Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:

- Clear instructions are provided about how to join the meeting
- A named person is indicated to whom participants can address questions beforehand
- The chair explains the agenda at the outset of the meeting, and outlines guidance with regards to how the meeting will be run

The governing body takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.
The school will make every reasonable effort to avoid excluding any looked-after child.
Where a looked-after child is at risk of exclusion, the school will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary.
Where a previously looked-after child is at risk of exclusion, the school will discuss this with the child's parent or guardian and seek advice from their virtual school head.

Section 10: Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Drug and Alcohol Policy
- Complaints Procedures Policy
- Physical Intervention Policy

Golden Rules Poster

