

# Castle Hill St Philip's CE Primary School



# Behaviour Policy

Date policy last reviewed: September 2025  
To be reviewed: September 2026

## **HINDLEY CASTLE HILL ST. PHILIP'S CE PRIMARY SCHOOL**

### **BEHAVIOUR POLICY**

#### **Rationale**

At Castle Hill St Philip's CE Primary School, we believe that good behaviour is essential to ensure that effective teaching and learning takes place. It is the responsibility of all staff, children, parents and carers to promote appropriate behaviour. We give the children positive recognition for good behaviour; this teaches the children that they can get the attention they want, need and deserve by choosing good behaviour. When children behave inappropriately, we reject children's behaviour, not the children themselves.

Our Behaviour Policy reflects our school vision:

#### **'Caring, Sharing and Learning Together with God'**

*We are a loving, Christian family and our Christian Values are at the heart of all we do.*

*Inspired by Jesus, we cultivate strong relationships between the school, church, parents/carers and the wider community to inspire us all to become lifelong, resilient learners able to flourish in all that we do and experience the joy and hope of 'life in all its fullness'*  
*(John 10: 10).*

At Castle Hill St Philip's learning has no limits.

#### **'Show love in everything you do'** **1 Corinthians 16:14**

**Our Christian Values are Love, Respect, Forgiveness, Perseverance, Responsibility and Resilience.**

#### **Principles Underlying our Behaviour Policy**

At Castle Hill St Philip's CE Primary School we believe that our school should be a place where:

- Children and staff feel secure and are happy and healthy.
- Children can learn and teachers can teach without disturbance.
- Positive attitudes are encouraged at all times since children learn better when they are praised and rewarded.
- The whole school community knows, understands, accepts and promotes the following 3 rules:

1. Ready
2. Respectful
3. Safe

- Parental involvement is valued and encouraged. Parents should know about our School Rules and of our expectations of high standards of behaviour. These will be communicated to parents via:

- ✓ Newsletters.
- ✓ Planners.
- ✓ Home/School Agreements.
- ✓ Signs around school/playground.

- ✓ Postcards home.
- ✓ School website
- The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are actively promoted.

### **Aims**

- To ensure a consistent approach to behaviour throughout school
- To create an environment which encourages and reinforces good behaviour
- To promote self-esteem, self-discipline and positive relationships
- To promote consideration and respect of others within their environment
- To encourage the involvement of both home and school in the implementation of this policy
- To ensure that communication channels are clear and that relevant parties are informed when good or inappropriate behaviour occurs
- To ensure that all members of the school community are good role models for others
- To ensure the safety and well-being of all members of the school community, within a caring and supportive environment.

### **Behaviour Blueprint**

The following Behaviour Blueprint was produced collaboratively and agreed by all staff.

It consists of a one-page guide which sets out our school rules, behaviour expectations for the conduct of adults, systems of praise and stepped consequences. It also includes an agreed micro script and set of restorative questions which are used by all members of staff to address unacceptable behaviour.

The Behaviour Blueprint is a brief overview of our behaviour systems in school and serves as a reference guide for staff.

# Castle Hill St Philip's CE Primary School

Caring, Sharing and Learning Together with God



## Behaviour Blueprint

<b>Our School Rules</b>  Ready  Respectful  Safe	<b>Adult Behaviours</b> <ul style="list-style-type: none"><li>• Calm and consistent (voice and body language)</li><li>• Unshockable</li><li>• Fair</li><li>• Meet and greet <u>all</u> children positively</li><li>• Daily new start for everyone</li><li>• Shine the spotlight on best conduct</li><li>• Recognise and celebrate over and above behaviours</li><li>• Show love in everything you do</li></ul>
<b>Praise – Shining the Spotlight</b> (PIP – Praise in Public) <ul style="list-style-type: none"><li>• Verbal praise</li><li>• Recognition board</li><li>• Message via Arbor</li><li>• Postcard home</li><li>• Phone call home</li><li>• Photocopy of learning sent home with a note</li><li>• Recognition on Facebook</li></ul>	<b>Stepped Consequences</b> (RIP – Reprimand in Private) Numerous drive bys to have taken place before stepped consequences: <ul style="list-style-type: none"><li>• Reminder of rule</li><li>• Warning – “Think carefully about your next step”.</li><li>• Last chance (using microscript)</li><li>• Time out</li><li>• Restorative conversation</li></ul>
<b>Relentless Routines</b> <ul style="list-style-type: none"><li>• Morning routines</li><li>• Lining up order</li><li>• Walking inside school</li><li>• Hand up and wait to speak</li></ul>	<b>Micro-script (30 seconds)</b> <ul style="list-style-type: none"><li>• I've noticed that you are ...</li><li>• You know the school rules – it was the rule about ... that you broke.</li><li>• Can you remember when you earned a ... when you... and how that made you feel?</li><li>• <u>That</u> is who I need to see today.</li><li>• Thank you for listening (walk away)</li></ul>
<b>‘Show love in everything you do.’</b> 1 Corinthians 16:14	<b>Restorative Questions</b> <ol style="list-style-type: none"><li>1. What happened?</li><li>2. Were you showing love in everything you do?</li><li>3. What were you thinking at the time?</li><li>4. What have you thought since?</li><li>5. How did this make people feel?</li><li>6. <b>Who has been affected?</b></li><li>7. How have they been affected?</li><li>8. <b>What should we do to put things right?</b></li><li>9. How can we do things differently in the future?</li></ol>

## **Praise and Rewards**

In addition to the strategies listed on the Behaviour Blueprint the following strategies have been agreed by staff for developing positive attitudes and high standards of behaviour.

- The Friday Celebration Assembly recognises effort, achievement and good attendance. A 'Learner of the Week' and 'Role Model' from each class is chosen to receive a certificate during these assemblies. Such achievements are recorded onto Arbor, the school's Management Information System, and a message is shared with their parents.
- Each Friday a child from each class is selected to take part in Hot Chocolate Friday.
- Each week we encourage children and staff to make nominations for our Secretly Famous Awards – an initiative designed to recognise and celebrate responsibility and kindness in school. The chosen nominees are celebrated in Friday Celebration Assembly and then feature on our scrolling screen the following week.
- At the end of each term children who consistently follow the school rules are invited to take part in a special treat known as the 'Always Club'. This is a different treat each time, for example, a drink of juice in the staffroom, an ice-lolly, an extra playtime, a milkshake, a playtime in the hall with toys and construction kits, etc. We take ideas for the 'Always Club' from the children themselves.
- At the end of each term the Headteacher gives special Headteacher Awards to children for academic achievements and Merit Awards to children who have been good role models throughout the term.
- At the end of the academic year, one Y6 pupil is selected to receive the 'Mindiest Mindi' Award for displaying a positive mind-set throughout their school journey.
- During the Y6 Leavers' Assembly, one Y6 pupil is presented with the Iris Westhead Role Model Award for being an outstanding role model throughout their time at the school. The child receives an Oxford dictionary signed by all school staff and their name is engraved on the Iris Westhead shield. Children of all ages will be regularly reminded of this prestigious award and how they can aim to achieve it.
- During the Y6 Leavers' Assembly our Christian Values Awards are presented. There is an award for each of our six Christian values: love, respect, forgiveness, perseverance, responsibility and resilience. These are presented to children who have displayed the Christian Value throughout their journey through primary school.

## **Consequences**

In addition to the strategies listed on the Behaviour Blueprint, staff will share with parents via Arbor their concerns relating to inappropriate behaviour.

Where behaviour is violent, abusive or endangers others, children can be sent to the Headteacher or other member of the SLT and the following strategies are used depending on the nature of the incident and age of the child:

1. Complete work in isolation.
2. Have lunch in isolation.
3. Reflection opportunity including a restorative conversation – child may possibly make an apology card.
4. Pay back lost learning time
5. Phone call, meeting or letter sent home to parent/carer to discuss behaviour.
6. Suspension.

The above is adapted to suit children in the Early Years.

## **Bullying**

The school does not tolerate bullying of any kind. If we discover that bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (see anti-bullying policy) Allegations of bullying are recorded and stored on Arbor the school management information system.

## **Serious Incidents – Use of Positive Handling**

Very occasionally an incident may occur when a child becomes violent or angry. Members of staff only intervene physically to control or restrain children to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. These rare situations will be managed using de-escalation strategies and where necessary, positive handling responses (in line with positive handling training). Restraint is only ever used when absolutely necessary and restraint is always reasonable and proportionate to the individual child and circumstances. The actions of members of staff will always be in the best interests of the child and will be in line with government guidelines on the use of reasonable force. Under no circumstances will restraint be used as a form of punishment.

All serious incidents will be recorded on Arbor. When restraint has been necessary such incidents will be recorded on Google drive in the staff drive Safe Teach folder. Parents will be informed when physical restraint has been necessary.

In exceptional circumstances, in line with Department for Education advice on Suspension and Permanent Exclusion from Schools, a child may receive a suspension or permanent exclusion. In these rare circumstances, the school will seek advice from the LA and other support services where necessary.

## **De-escalation Strategies**

All staff are trained in the purposeful use of de-escalation and many are trained in positive handling strategies to manage difficult behaviour. Such strategies include:

- Humour
- Verbal advice and support
- Firm, clear directions
- Negotiation
- Limited choices
- Distraction
- Diversion
- Reassurance
- Planned ignoring
- Contingent touch
- Calm talking
- Calm stance
- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders

## **Additional Needs**

Where a child has Special Educational Needs or a Disability (SEND), the above sanctions may be modified and supplemented where appropriate. For example, school may put in place:

- a Pastoral Support Programme (PSP)
- an Individual Behaviour Plan (IBP)

- support from the Pastoral Manager or SENDCo
- support from external agencies

### **School's power to discipline beyond the school gate**

All children are expected to behave in a manner which does not threaten the health and safety of other children, staff or members of the general public. This includes the journey to and from school, anywhere off the school premises, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

A teacher may discipline a child for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to other children or members of the public or
- Could adversely affect the reputation of the school.

### **Items banned from school premises**

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks

- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Mobile phones
- Any other toys which are deemed hazardous.

### **Searching pupils and their possessions**

There is now specific legal guidance for confiscating inappropriate items. The head teacher can authorise a search of a child's' outer clothing or their possessions (including bags and lockers) without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by the Senior Leadership Team. Teachers cannot be required to undertake such searches. Teachers can instruct children to turn out their pockets, bag and locker and there will be a consequence if they refuse to do so. A child's possessions can only be searched in the presence of the child and another member of staff.

The school has the legal power to search children for weapons, alcohol, controlled drugs, stolen property, cigarettes, pornography, fireworks, mobile phones, and any other item banned under the school rules.

Confiscated items such as mobile phones will be returned at the end of the school day. Other items will be destroyed.

Any child requiring the use of a mobile phone after school should hand it in to their class teacher or teaching assistant at the beginning of the day for safe keeping. Mobile phones will be stored by staff and handed back to children at the end of the day.

### **Medication, Drugs and Alcohol**

It is the policy of Castle Hill St Philip's CE Primary School that no child should bring any drug, legal or illegal to school. If a child needs medication during the school day, then the school medical policy applies. The parent should notify school and ask for permission for the medication to be brought to school by completing the relevant administrative form. This should be taken directly to the school office for safekeeping. Only in special circumstances should medicines be kept in the classroom (e.g. inhalers and eczema cream). Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substance such as glue, other solvents or alcohol. The parents of any child involved will always be notified. Any child who deliberately brings substances into school for the purposes of misuse will be issued with a suspension from school. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be collected from school by parents and taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be issued with a suspension. A parent will also need to visit the school to discuss the seriousness of the incident with the head teacher. If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other children for money, the child will be permanently excluded from the school. Wigan LA, the police and social services will also be informed.

### **Dealing with allegations of abuse against teachers and other staff**

Whilst all allegations of abuse must be taken seriously, the quick resolution of those allegations will be a clear priority to the benefit of all concerned.

In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, or unfounded, or malicious will not be referred to in employer references.

Children that are found to have made malicious allegations are likely to have breached the school Behaviour Policy. The school will therefore consider whether to apply an appropriate consequence such as a suspension or permanent exclusion. There may also be a referral to police if there are grounds for believing a criminal offence may have been committed.

All allegations should be reported straight away to the head teacher or the Chair of Governors if the head teacher is absent. The head teacher or the Chair of Governors may contact the Local Authority Designated Officer (LADO) to provide advice and monitor the case.

The Governing Body are fully supportive of the staff in the implementation of this policy. They recognise the importance of ensuring the learning environment is appropriate.