BEHAVIOUR AND RELATIONS POLICY

Approved by:	**Castlefort Governing Body**	**Date: September 2026**
Signed by:	**Chair of the Governing Body**	
Last reviewed on:	**September 2025**	
Next review due by:	**September 2028**	

Equal Opportunities Statement
This policy will be implemented on an equal opportunities basis, ensuring that it does not discriminate in any way against any pupil group, regardless of sex, sexual orientation, age, ability, disability, religious or cultural belief, or racial background.

Introduction

Good behaviour in schools is central to a good education (DfE Behaviour in Academies - February 2024). At Castlefort, we manage behaviour to provide a calm, safe and supportive environment so that children want to attend and can learn and thrive (KCSIE 2026). Without an orderly atmosphere, effective teaching and learning cannot take place. As well as fostering good behaviour, it is also important that we promote the spiritual, cultural, mental and physical development of the children. Values need to be placed on what matters both within the academy and in the community around it. This includes respect for oneself, others and property, honesty, trust and fairness. It is also the aim of our academy to help children grow up knowing what is right and wrong, appreciating the needs of others and of society around them.

Castlefort Academy is committed to the emotional mental health and well-being of all members of the academy community. We wish to work towards this an all aspects of academy life, and to provide an ethos, environment and curriculum that will support the social, emotional and mental health of the whole academy community. We recognise that understanding our emotions is a key aspect of managing behaviour.

Underpinning this policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour, develop reflective thinking (using the restorative approach) and give our children confidence to think for themselves and make sense of experiences, hopefully beyond academy and into the 'real world'.

Aims

The aims of this policy document are:

- to foster a stable, happy and mutually respectful environment within which children may learn effectively and teachers may teach;
- to provide children with a set of clearly understood guidelines which will give consistency and thereby security for them within academy;
- to create a positive atmosphere based on a sense of community and where all members are valued and respected;
- to help children develop a sense of worth, identity and achievement;
- to help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices;
- to develop in all children the ability to listen to others, cooperate and to appreciate other ways of thinking and behaving;
- to recognise and praise good behaviour as well as managing negative behaviours;
- ensure that pupils are aware of the rewards and consequences we have in place.

We hope to achieve these aims through a policy based on **rights, responsibilities and respect.** Praise, rewards, privileges and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

Lighthouse Multi Academy Trust Written Behaviour Principles

Purpose
These Written Behaviour Principles provide the framework that underpins behaviour across all academies within our Trust. They reflect our shared vision that every child has the right to learn in a safe, calm, inclusive and ambitious environment where they are known, valued and supported to achieve their full potential.
Whilst each academy may develop procedures appropriate to its individual context, all behaviour policies will be consistent with these principles and our Trust values.

Our Vision
We believe that positive behaviour is taught, modelled, encouraged and celebrated. Every member of our Trust community has a responsibility to create an environment where children feel safe, respected, included and inspired to succeed.

Behaviour is understood as a form of communication. We seek to understand the reasons behind behaviour, teach children how to make positive choices and repair relationships when difficulties arise.

Our Trust Values
Our behaviour principles are rooted in our Trust values.

Kindness
We encourage every member of our community to act with kindness, empathy and compassion towards others. Children will be supported to understand how their actions affect those around them and to make positive choices that contribute to a caring school community.

Respect
We promote respect for ourselves, others, learning, property, diversity and the wider community. Every individual has the right to be treated with dignity and courtesy regardless of background, culture, religion, disability, gender or personal circumstance.

Be the Best
We encourage every child to strive to be the best version of themselves academically, socially and personally. Positive behaviour supports excellent learning and enables everyone to flourish.

Belief
We believe every child can succeed. High expectations, encouragement and supportive relationships enable children to develop confidence, resilience and self-belief.

Collaborate
We value teamwork, positive relationships and shared responsibility. Children learn to work together, solve problems respectfully and contribute positively to their academy and wider Trust community.

Ambitious
We maintain consistently high expectations for behaviour because we believe every child is capable of meeting them. We encourage children to aim high, persevere through challenges and develop independence.

Achieve

Positive behaviour creates the conditions for successful learning and personal development. We recognise and celebrate effort, progress, improvement and achievement in all its forms.

Optimistic
We foster hope, resilience and a growth mind-set. Mistakes are viewed as opportunities to learn, improve and make better choices in the future.

Our Behaviour Principles

1. Every child has the right to feel safe.
All children and adults have the right to learn and work in an environment that is safe, calm, inclusive and free from bullying, discrimination, intimidation, harassment or violence.

2. High expectations will be consistently applied.
All academies will promote high standards of behaviour through clear routines, explicit teaching of expectations and consistent adult responses.
Children will know what is expected of them and understand why positive behaviour matters.

3. Positive behaviour will be taught, recognised and celebrated.
Good behaviour is not assumed—it is explicitly taught.
Staff will regularly recognise and celebrate positive behaviour, effort, kindness, perseverance, responsibility and contribution to the academy community.

4. Relationships are central to positive behaviour.
Strong, trusting relationships between staff, pupils and families are fundamental to successful behaviour support.
Adults will model the behaviour, language and attitudes expected from children.

5. Restorative practice will underpin behaviour management.
The Trust is committed to restorative approaches which help children:

- understand the impact of their behaviour
- accept responsibility for their actions
- repair harm where appropriate
- rebuild relationships
- learn strategies for making better choices in the future.

Where appropriate, restorative conversations will form part of behaviour responses alongside proportionate consequences.

Children will be encouraged to reflect using questions such as:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How have they been affected?
- What needs to happen now to make things right?
- How can we prevent this happening again?

6. Consequences will be fair, proportionate and educational.
Responses to behaviour will:

- be consistent
- be proportionate
- preserve children's dignity

- focus on learning rather than punishment
- seek to repair relationships
- encourage responsibility and accountability.

Sanctions alone do not teach behaviour; therefore, they will be accompanied by opportunities for reflection, learning and restoration.

7. Inclusion is fundamental.
Behaviour policies will support all children, including those with additional needs or disabilities. Reasonable adjustments will be made where appropriate in accordance with the Equality Act 2010. The Trust recognises that some behaviour may be influenced by additional educational needs, communication difficulties, adverse childhood experiences, trauma or medical needs. Responses will always seek to understand individual circumstances whilst maintaining high expectations for all.

8. Bullying, discrimination and prejudice will not be tolerated.
The Trust has a zero-tolerance approach to bullying, discriminatory language, harassment, racism, sexism, homophobia, transphobia and any form of prejudice.
Incidents will be investigated promptly, recorded appropriately and responded to fairly and consistently.

9. Children will be supported to develop self-regulation.
Behaviour policies will help children develop:
- emotional literacy
- resilience
- self-control
- problem-solving skills
- empathy
- conflict resolution
- independence
- responsibility for their own actions.

These skills are essential for lifelong success.

10. Physical intervention will only be used when necessary.
Restrictive physical intervention will only ever be used:
- as a last resort;
- when lawful, reasonable and proportionate;
- to prevent harm to a child or others, or serious damage to property; and
- in accordance with statutory guidance and Trust Positive Handling (Team Teach) policy.

11. Suspensions and permanent exclusions are measures of last resort.
The Trust believes children should remain engaged in education wherever possible.
Suspension or permanent exclusion will only be considered when all appropriate strategies have been explored or where the seriousness of an incident makes such action necessary in accordance with statutory guidance.

12. Partnership with families strengthens behaviour.
Parents and carers are vital partners in promoting positive behaviour.
Academies will work collaboratively with families to develop shared expectations, celebrate success and support children when difficulties arise.

Staff Responsibilities
All adults within the Trust will:

- model respectful and positive behaviour;
- establish warm, professional relationships with pupils;
- apply expectations consistently and fairly;
- promote inclusion and equality;
- use restorative approaches to repair relationships;
- celebrate success regularly;
- support children to regulate emotions and make positive choices; and
- maintain high expectations for every child.

Pupil Responsibilities
Children are encouraged to:

- be kind and respectful;
- be ready to learn;
- take responsibility for their choices;
- show honesty and integrity;
- work collaboratively;
- persevere through challenges;
- care for their academy environment; and
- repair relationships when mistakes occur.

Continuous Improvement
The Lighthouse Multi Academy Trust recognises that behaviour is a shared responsibility and that children learn best within positive, predictable and nurturing environments.

These Written Behaviour Principles provide the foundation for behaviour policies across all Trust academies, ensuring consistency whilst allowing individual academies to reflect their own community context.

Together, we will nurture children who are kind, respectful, ambitious and optimistic learners who believe in themselves, collaborate with others, strive to be their best and achieve their full potential.

Code of Conduct/Academy Rules

Pupils need to know and understand the boundaries of acceptable behaviour. Our code of conduct is based on what 'Green Behaviour' looks like in our academy:

- ✓ Being quiet when the teacher is talking;
- ✓ Listening and sitting nicely;
- ✓ Concentrating and following instructions in class;
- ✓ Being polite and always using good manners;
- ✓ Being helpful and working together;
- ✓ Calling people by their real names;
- ✓ Looking after academy equipment;
- ✓ Respecting every adult in the academy;
- ✓ Sharing and caring;
- ✓ Walking sensibly around the academy;
- ✓ Inviting others to join your games;
- ✓ Following the academy rules.

Our 'It's Good to be Green' Academy Rules provide a framework for our whole academy behaviour policy. The rules are as follows:

- ✓ We are polite, helpful and are aware of others' feelings.
- ✓ We listen carefully to others without interrupting them.
- ✓ We look after our own and other people's belongings.
- ✓ We try our best, work hard and learn from our mistakes.
- ✓ We treat other people the way we would like to be treated.
- ✓ We always tell the truth.

The 'Green Behaviour' (Code of Conduct) and 'Good to be Green' Academy Rules are displayed in all classrooms and communal areas around our academy. In addition, our home/academy agreement is revisited with pupils and parents/carers at the beginning of each academic year as part of our induction arrangements. It is important that pupils understand that they can talk to teachers and other staff if they are the victims of, or witness to, unacceptable behaviour. Pupils are frequently reminded of this.

We share with all pupils 'unacceptable behaviours' which will result in a yellow or red card.

Serious offences include:

- Regular disruption to lessons/in academy;
- Defiance;
- Verbal abuse;
- Vandalism;
- Racial abuse;
- Bullying;
- Physical abuse;
- Insolence;
- Child-on-child sexual violence or sexual harassment.

These are offences that could lead to the suspension or permanent exclusion of a pupil from our academy.

More minor offences include:

- Pushing;
- Playing in inappropriate places;
- Climbing;
- Littering;
- Shouting out;
- Kicking/hitting/fighting;
- Swearing/bad language;
- Entering forbidden areas;
- Throwing;
- Disturbing other pupils;
- Name-calling;
- Lying.

Most of these offences could be considered to be lesser versions of the serious offences listed above, e.g. pushing and kicking are forms of physical abuse and could be bullying. However, these are also listed as 'minor offences' because their seriousness is dependent upon the circumstances of the offence. Considerations would include: the degree of danger, the intention, the age of the child

and whether the child has repeatedly committed the offence. In most cases, these offences should be addressed on a low-key basis. There will though be times when it is appropriate to address them on a more serious basis in the light of the above considerations.

Yellow 'warning' card behaviours (minor) shared with pupils:

EYFS	**KS1 and KS2**
• Running around dangerously in class. • Not listening to a teacher. • Pushing or shoving other children. • Being rude to the teacher (such as shouting at them or saying 'no' when given a task). • Not clearing up during 'tidy up' time. • Pulling faces at other children of the teacher. • Throwing objects on the floor. • Poking children or flicking them on purpose. • Not sharing toys or resources. • Damaging toys of books (and other resources). • Calling someone a nasty name. • Telling others not to play with another child. • Not telling the truth.	• Repeatedly getting out of your seat. • Repeatedly rocking on your seat or slouching in the chair. • Calling out after being asked to stop by an adult. • Not listening, trying your best or paying attention. • Pushing or shoving in line (including break times/dinner times). • Running indoors (including corridors, classrooms and in the hall). • Refusing to work or working extremely slowly on purpose. • Not clearing up when asked to do so. • Distracting other children. • Throwing small objects to distract others but not to hurt them. • Poking, flicking or missing with other children's hair. • Complaining or being disrespectful to adults such as 'eye rolling'. • Hiding resources from children or adults. • Leaving the room without asking for permission. • Not being truthful and getting other people into trouble. • Persistently playing too rough and being dangerous. • Encouraging others to break the rules.

Red 'consequence' card behaviours (major) shared with pupils:

EYFS	KS1 and KS2
• Hurting others by slapping, punching, kicking, pulling or pushing them aggressively. • Refusing to follow an instruction after having a yellow card and time out. • Swearing at any time. • Stealing things which aren't yours to keep. • Breaking academy items on purpose. • Screaking or shouting in the classroom. • Pulling somebody's hair.	• Hurting others physically by hitting, kicking, punching, pushing, spitting, throwing items or verbally (with their words). • Bullying (either repeated mental or physical abuse). • Racist, sexist, homophobic or offensive/inappropriate language. • Being defiant and ignoring a direct instruction from an adult.

	• Using bad language, swearing or inappropriate hand gestures. • Stealing form the academy, teachers or other pupils. • Destroying my own work or the work of others. • Damaging academy property or the property of others. • Not correcting your behaviour when you are on a yellow 'warning' card. • Not following our online safety promise. • Non-consensual and inappropriate touching of others. • Putting others in danger as a consequence of your actions.

Discipline in Academy - Our teachers' powers
Our paid staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Paid staff can discipline pupils at any time the pupil is in academy or elsewhere under the charge of a teacher, including on academy visits. They can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of academy.

Pupils' conduct outside the academy gates
Paid staff may discipline pupils for misbehaviour when:

- they are taking part in any academy-organised or academy-related activity;
- they are travelling to or from academy;
- they are wearing academy uniform;
- they are in some other way identifiable as a pupil at the academy;
- their behaviour could have repercussions on the orderly running of our academy;
- their behaviour poses a threat to another pupil or member of the public;
- their behaviour could adversely affect the reputation of our academy.

Rewards and Positive Reinforcement
A system of rewards is necessary to positively recognise, encourage and reinforce good behaviour and a child's efforts and success in respect of work. The type of reward given will need to suit the individual child and what they are being rewarded for. We have many reward systems, including the use of the 'Good to be Green' behaviour approach and a weekly celebration assembly. We use the following guidance to make rewards as effective as possible:

- Choose the most appropriate reward for the child;
- Give rewards as soon as possible;
- Be consistent;
- Reward behaviour and work;
- Reward effort and progress, as well as success;
- When appropriate, make rewards public to build self-esteem e.g. through celebration assembly.

The reward systems in academy will include:

- Castle Coins – to be saved in the 'bank' or spent in the shop (Emporium);

- Verbal and written praise;
- Stickers;
- Sweets (special treat!);
- Class prizes;
- Praise/quick notes sent home;
- Showcasing work to class;
- Sending to Headteacher;
- 'Star of the Week' award (pupil selected from each class); 'Star Writer display;
- 'Reading award' (pupil selected from each class);
- Lunchtime Award;
- Termly attendance certificates;
- Good to be Green praise activities at the end of each half term for pupils who have stayed 'Green' during a half term period. It is worth noting that pupils in EYFS are the exception here as these pupils are allowed to participate in reward days if they have received one red card during a half term period.
- Annual presentation/prize-giving events (academy and federation).

Each key stage will use a range from these as appropriate to the ages and needs of the children. In addition to the formal reward system, a wide range of informal rewards are also available. These may be used equally effectively and include: smiles, clapping, 'thumbs up', nods of the heads etc.

Good to be Green Behaviour Scheme

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and as a means of being able to track those pupils who find it harder to meet the academy's expected behaviour code.

The scheme is very visual, with child-friendly resources that allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times. 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day. Every child starts their day on a positive note with a Green card displayed in their pocket of the class chart. The card says 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing.

If, during the day, in lessons, or at break times, a child demonstrates an inappropriate behaviour, they will be given a verbal warning and younger pupils may be handed a 'stop and think' card. If a child continues the behaviour, or has knowingly broken an academy rule, then a yellow 'warning' card will be displayed over the top of the green card. The yellow card gives the child the opportunity to reflect, consider and review their behaviour. If the child demonstrates remorse and a change of behaviour in a timely manner, they can move their card back to green, at their teacher's discretion. If a child is already on a yellow 'warning' card, and they continue their inappropriate behaviour, then will receive a second yellow and therefore a red card. Red cards should only be removed from a child's record if there is a case of mistaken identity. Pupils should always be given the opportunity to turn a yellow card back to green during the morning sessions. Pupils who are given two yellow cards on separate occasions during the academy day should end the day on a yellow as they are consistently evidencing low level disruptive behaviours. Pupils who end the day on a yellow or red card will be given sanctions in line with the Good to be Green behaviour policy. Time taken out of the children's free time, due to a pupil receiving a card, can be taken at either break time or dinner time and ideally should be done as soon as is reasonably possible.

Sanctions for Yellow cards:

- Pupils will automatically lose 15 minutes of ‘free time’.
- Pupils will move to a red card if they continue the behaviour.
- Reminder that 3 yellows in a half-term means a red card and ‘Behaviour Watch’.

Sanctions for Red cards:

- Pupils will lose 30 minutes of ‘free time’.
- Pupils will not take part in the celebration event.
- Parents/carers will be informed.
- Pupils will be put onto ‘Behaviour Watch’.

We have a staged-approach to managing behaviour in our academy for pupils in Y1-Y6 (more discretion is given in the EYFS)

Stage 1

- Low-level behavioural incidents (yellow cards behaviours) to be managed in class by the class teacher or teaching assistants.
- Yellow card incidents to be recorded and appropriate consequences to be issued by the class teacher.

Stage 2

- After three low-level behavioural incidents (yellow cards) or one serious incident (red card), Key Stage 2 pupils should be moved onto our **'Behaviour Watch'** documentation. The family is informed of this and the focus is shared with parents/ carers.
- **Behaviour Watch** can be implemented for Key Stage 1 pupils at the discretion of the parents/ carers.
- Red card incidents to be formally recorded on CPOMS and appropriate consequences to be issued by the class teacher.
- **Behaviour Watch** is monitored by the class teacher and a copy is provided to parents/ carers at the end of the week.
- **Behaviour Watch** is reviewed weekly by the class teacher and parents/ carers. If significant improvement is made, the child can be taken off **Behaviour Watch**. Child may stay on this if the teacher decides to keep monitoring pupil behaviour.
- Families must be informed of the decision by the class teacher on a Friday afternoon.

Stage 3

- If a child does not meet the short term targets after 3 weeks of being on **'Behaviour Watch'**, then the child will be stepped up onto a **'Behaviour Plan'**.
- Families will be invited to meet with a member of SLT to set clear targets for improvement.
- **Behaviour Plans** will be monitored twice a day by a member of SLT (lunchtime and at the end of the day).
- **Behaviour Plans** can be implemented for Key Stage 1 pupils at the discretion of the parents/ carers.
- **Behaviour Plans** will be reviewed weekly and shared with families. If significant improvement is made, child may be stepped off a **Behaviour Plan** and return to **Behaviour Watch** until both parties are happy to remove monitoring altogether.
- Families must be informed of the decision by the class teacher on a Friday afternoon.

Stage 4

- If a child remains on a **Behaviour Plan** for 3 weeks, a **strategy card** will be developed with the child and their family. This will include a parents/ carers meeting with the Head of Behaviour, the Headteacher (if available) and the SENDCo.
- A **strategy card** will include limited time on the playground, discussions on behaviour strategies and 1:1 behaviour sessions in our 'Haven Hub' or Nurture Room.
- **Strategy cards** can be created for any pupil at the Headteacher's discretion.
- Castlefort Academy may wish to engage and seek advice from external agencies.

Stage 5

- For severe incidents, including those which put others in danger and, as a last resort, fixed term internal and external exclusions remain at the Headteacher's discretion.
- The Headteacher will hold formal meetings with parents/ carers and a re-integration interview, which includes taking the views of all parties involved including the child.

Deterrence/Sanctions
Consequences/sanctions should always be proportionate and take account of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. They should only be applied for breaches of our 'code of conduct' and serious or repeated misbehaviours and usually only if positive reinforcement has failed. When sanctions are necessary the following general guidelines should be observed:

- Avoid sanctions against whole groups for the actions of individuals.
- Individuals should not be made scapegoats for the actions of a class or group.
- Sanctions which are humiliating or degrading should be avoided e.g. sarcasm.
- Sanctions should be in proportion to the offence.
- Sanctions should occur as soon as possible after the misdemeanour.
- Appropriate warning should be given if possible; normally, when the warning has been given, the sanction should be applied if the behaviour re-occurs.
- Criticise the behaviour, not the child – self-esteem in a pupil is less damaged.
- If possible treat each incident as an isolated case – never label children.
- Appreciate that some children, especially younger children, may need a short 'time-out' period to de-escalate before discussing the behaviour and correcting it.
- Always agree a fair contract – ensure the child understands why sanctions are being administered.
- Make sure you know the details and facts as fully as possible. Should the class teacher not have the resources to investigate a matter, the matter should be referred to the Behaviour Lead Person or a member of SLT.
- An apology should be sought and accepted if possible.
- Always try to handle the situation on a reasoned, discussion led basis.

Whatever sanction is employed, pupils should be left in no doubt as to why they are being punished and how, referring, if appropriate, to the agreed discipline system, code of conduct and type of behaviour expected of all pupils.

Other acceptable sanctions include:

- Verbal reprimand;
- Repeating the activity/additional appropriate work;
- Working/staying close to teacher/teaching assistant;
- 'Time-out' or temporary removal from class or peers for limited periods of time as a protective measure (this may be to sit with SLT in their offices or outside the classroom accompanied by an adult);
- Missed time at break/lunch times (detention) – an opportunity to eat/drink and use the toilet will be given;
- Loss of privileges e.g. a prized responsibility or participation in an event such as 'Good to be Green' reward events;
- Academy based community service or imposition of a task e.g. picking up litter, tidying a classroom, helping to clear up the dining hall after meal times etc. ;
- Being sent to other classes (only with prior agreement of the Headteacher)
- The Headteacher involves parents/carers;
- Regular behaviour monitoring which includes a report to parents;
- Suspension – only at the discretion of the Headteacher in exceptional circumstances or extreme cases;
- Permanent exclusion – only in the most serious of circumstances.

Mobile Phones Policy
The Department for Education's non-statutory guidance on mobile phones states that all schools/ academies should operate mobile phone-free environments by default, with any deviation permitted by exception only. **The Lighthouse Multi Academy Trust follows this guidance across its academies.**

Pupils should not bring mobile phones or personal smart devices into the academy, unless there are exceptional circumstances. Academies must keep a record of the pupils who bring a mobile phone to the academy and the reason why it has been agreed as an exceptional circumstance.

Exceptional Circumstances for pupils

1. Walking to and from the academy independently Year 6 pupils who walk to and from the academy independently, are permitted to carry a mobile phone for personal safety.

In these cases:

- The phone must be switched off on arrival and handed to designated staff (e.g. Year 6 lead) at the start of the day.
- The device will be stored securely in a locked location for the duration of the academy day.
- Phones will be returned at the end of the day.
- Pupils must not access their device during the academy day under any circumstance. If a Year 6 pupil attends breakfast club or after-academy care, they must: hand their mobile phone to a supervising adult, and sign the device in and out as part of the academy's secure storage process

Pupils are not permitted to take mobile phones or personal smart devices on academy trips or residential visits. If a pupil needs to contact their parent or carer during the academy day, they will be supported to do so using the academy office telephone. Parents and carers are asked not to contact pupils directly and instead communicate via the academy office, who will pass on messages as appropriate.

Phones and similar devices are prohibited from being used or accessed at any time during the academy day, including:
- lessons
- the periods between lessons
- break times
- lunchtimes

This prohibition applies regardless of whether the device is visible or heard Year 5 pupils may walk to and from the academy during the Summer Term for transitional purposes, subject to the discretion of the Headteacher, where it is deemed safe. In these circumstances the pupils are permitted to carry a mobile phone.

2. Medical Conditions in line with Department for Education guidance, reasonable adjustments will be made for pupils who require access to mobile or smart technology due to a disability or medical condition.

This includes, for example, pupils who use mobile phones or smart devices to monitor or manage health needs such as diabetes, epilepsy or other diagnosed medical conditions. Any such use will be agreed in advance with the academy leaders, parents/carers, and, where appropriate, medical professionals. A written risk assessment will be completed to identify the specific need, outline how

and when the device may be used, consider any safeguarding or data protection risks, and set out the control measures in place to minimise these risks. These arrangements will be reviewed regularly and managed sensitively in accordance with the Equality Act 2010, safeguarding requirements, and the academy's medical needs and child protection policies. Adjustments will be considered on an individual basis and will not compromise safeguarding or the learning environment. The Trust will provide a Yondr pouch to store/ carry the mobile phone in. The pouch will not block the signal to ensure the glucose monitoring system will still work.

3. Special Educational Needs (SEND) Castlefort Academy recognises its duties under the Equality Act 2010 and the SEND Code of Practice to make reasonable adjustments for pupils with special educational needs and/or disabilities (SEND).

Mobile phones or smart devices may be permitted by exception only where a pupil has a clearly identified need linked to a disability, medical condition, or special educational need, and where access to such a device is necessary to support their health, safety, communication, or access to education.

Exemptions may be considered in the following circumstances:
- Communication needs, where a device is required as an assistive or augmentative communication aid
- Access and learning needs, where use of a device is specified within an Education, Health and Care Plan (EHCP) or agreed support plan
- Emotional regulation or mental health needs, where use is supported by professional advice and forms part of a planned support strategy Any exemption must be agreed in advance by the academy leadership in consultation with parents/carers and, where appropriate, relevant professionals. A written risk assessment will be completed for each individual case. The risk assessment will:

- identify the specific purpose and need for the device
- set out when, where, and how the device may be used
- consider safeguarding, data protection, and privacy risks
- detail control measures, including supervision, restricted functionality, and secure storage
- name staff responsible for oversight and monitoring Risk assessments will be reviewed regularly and updated if the pupil's needs or circumstances change.

Safeguards and Restrictions
Where an exemption is granted:

- device use will be limited strictly to the agreed purpose
- non-essential functions (such as cameras, messaging, or internet access) will be disabled where possible • pupils will not be permitted unrestricted or unsupervised use
- the device must not be used for social communication or entertainment during the academy day

Review and Withdrawal of Exemptions
Exemptions are not permanent and may be reviewed, amended, or withdrawn if they are no longer necessary, are misused, or present a safeguarding concern. All arrangements will be managed sensitively and in line with the Trust and academy's safeguarding, medical needs, and child protection policies.

Confiscation of inappropriate items
The general power to discipline enables a member of academy staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law

protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006). Items confiscated by academy staff will be passed on to the Headteacher for 'safe keeping'. The Headteacher will then communicate with the child's parents/carers to arrange their return. Weapons and knives and extreme/ child pornography must always be handed over to the police.

Academy staff have the power to search for the following **'banned items'** without consent:

- knives or other bladed implements and weapons;
- alcohol;
- drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the academy.

Power to use reasonable force including physical restraint

Academy staff have the power to use 'reasonable force' (no more force than is needed) to safeguard children, for example, preventing pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Members of the academy's senior leadership team may also use such force, as is reasonable, given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, firework, pornographic images or articles that have been or could be used to commit an offence or cause harm.

De-escalation strategies will always be used to help defuse and calm a situation prior to any physical restraint by a trained adult. In some circumstances, as a last resort, there may be a need to use 'reasonable force' to prevent a pupil from:

- Hurting themselves or others;
- Damaging property;
- Causing disorder.

Incidents of physical restraint must:

- **Always be used as a last resort;**
- Be applied using the minimum amount of force and for the minimum amount of time possible and in line with 'Team Teach' guidelines;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded on CPOMS and reported to parents.

If there is felt the need for the above, a risk assessment using a Positive Handling Plan (in addition to a Behaviour Plan) will be completed to outline strategies and procedures that are put in place to ensure the safety of all concerned.

Removal from Classrooms

Removal from the classroom will be in response to serious misbehaviour and is considered to be a serious sanction in our academy. Parents/carers will be informed if this is to take place (same day). Removal from the classroom will be use for the following reasons:

- To maintain the safety of all pupils and restore stability in the classroom following high levels of disruption;
- To enable disruptive pupils to be taken to an area where their learning can continue in a managed environment;
- To allow the pupil to become 'calm' in a safe place.

Removal from the classroom will be recorded on CPOMS and 'removal data' will be analysed for patterns/trends etc.

When dealing with individual removal cases, the following will take place:

- Continuation of education and appropriate supervision by a member of academy staff;
- Pupil reflection opportunities to consider the behaviour that led to their removal from the classroom;
- Consideration as to whether the pupil needs to be physically prevented from leaving a room in order to protect safety of pupils and staff;
- Social worker informed if the child has a Child in Need or Child Protection Plan, or is looked-after (in care);
- Reintegration into the regular classroom as soon as possible to allow for the continuation of their education.

Bullying and Racism
An open definition of bullying is:

'The wilful, conscious desire to hurt, threaten or frighten someone else either mentally, physically or verbally, repeatedly and over time.'

The McPherson definition of racism is:

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'
(Please note: Initially, it is not necessarily a proven racist incident but is an accusation of racism and must be investigated.)

Unfortunately many pupils experience bullying and/or racism at some point in their academy life. The fact that incidents have not been reported to staff does not mean they are not happening. Children being bullied or who are the victims of racism could be under considerable stress and teachers need to watch out for early signs. Staff must act and be seen to act firmly against all bullying (including reported cyber-bullying) and racism. It is vital that pupils know that bullying and racism is a serious breach of discipline and that action will be taken every time. If not, victims and witnesses of bullying will not be so ready to confide in confidence to a member of staff. Any cases of bullying or racism must be reported to a senior member of staff and will always be thoroughly investigated.

Bullying can include:

Emotional	Being unfriendly, excluding and tormenting.
Physical	Kicking, pushing, taking another's belongings and any use of violence.
Racial	Racial taunts, graffiti and gestures.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing and derogatory language.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Refer to Anti-Bullying and Race Equality Policies for further information.

All cases of proven bullying or racism must be brought to the attention of the Headteacher.

Communication
In order to maintain discipline there must be clear lines of communication between all staff within the academy. Where children are being referred for praise or sanction, the following structure should normally apply: Class teacher > Phase Leader > Deputy Headteacher >Headteacher. This is not to be seen as a rigid structure, in some cases it may be appropriate to go direct to Deputy Headteacher. A member of the Senior Leadership team must always be informed in respect of 'serious offences' as detailed above. Details of the incident will be recorded on CPOMS. Parents may be involved at the discretion of the Senior Leadership team.

Collective Responsibility, including Leadership and Management
Maintaining good behaviour is the responsibility of all, including staff, Governing Body members and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Governing Body will also review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the Governing Body. The Headteacher will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing this Behaviour and Relations Policy consistently;
- Restoring a calm and safe environment in which pupils can learn;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Using de-escalation techniques to manage pupil's behaviour in a calm manner;
- Recording behaviour incidents on CPOMS.

The senior leadership team will support staff in responding to behaviour incidents.

Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- In class, make it possible for all pupils to learn;
- Move quietly around the academy;
- Treat the academy buildings and academy property with respect;
- Wear the correct uniform at all times;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the academy into disrepute, including when outside academy.

Pupils with SEND are expected to follow our academy rules. However, consideration as to whether a pupil's SEND has contributed to the misbehaviour will be given when making a decision to sanction the pupil.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and academy rules;
- Inform the academy of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher or Senior Leadership Team, if appropriate, promptly.

Restorative Approach

Our PSHE/Citizenship curriculum aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in our ever-changing world. Castlefort Academy endeavours to adopt a 'restorative approach' to behaviour to help children understand the impact that their negative actions/behaviours may have on others. This approach endeavours to create a more respectful climate, a relational approach, honesty and willingness to accept responsibility and understand others' feelings. To facilitate such a process it requires staff to have the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours (through reflective conversations);
- encourage those involved in the problem to find their own solutions;
- provide targeted pastoral support.

Children are invited to discuss the following:

- What has happened including what they did wrong;
- What the impact has been on those involved i.e. who has been affected and in what ways they have been affected;
- What needs to happen to put things right or to make things better in the future (this may include them apologising to the relevant person, if appropriate);
- What will happen if their behaviour fails to improve.

Pupil Support
The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with additional needs (including special educational needs and disability) from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The academy's special educational needs co-ordinator will liaise with staff and parents and evaluate a pupil who exhibits challenging behaviour to determine whether there could be any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition
To ensure a smooth transition to the next year, pupils will be supported to ensure that they can begin their new year group on a positive note. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other academies. Following any fixed-term period of suspension, there will always be a reintegration meeting convened for the pupil and parents with a member of the academy's senior leadership team.

Training
All new staff receive induction training focusing on our whole academy approach to managing behaviour and relations. In addition, we regularly review our approaches to managing behaviour and access additional support from outside professionals, where required. Staff have received 'Attachment Awareness' training and also in 'Restorative Practice', including emotion coaching training. Some support staff are provided with regular updates on using assessment materials for measuring social, emotional development. The Special Educational Needs Co-ordinator delivers training on various aspects to support teaching and learning.

Monitoring and Review
The Behaviour Lead will collect behaviour incident data, including on removal from the classroom, and this will be shared with and analysed by Senior Leaders and the Governing Body at regular intervals. This behaviour policy will be reviewed and approved by the Headteacher and Governing Body every year.

Appendices
- I – What does 'Green Behaviour' look like in our academy? (Code of Conduct)
- II – 'It's Good to be Green' Academy Rules
- III - Yellow Warning Card Behaviours (EYFS)
- IV - Yellow Warning Card Behaviours (KS1 and KS2)
- V - Red Consequence Card Behaviours (EYFS)
- VI - Red Consequence Card Behaviours (KS1 and KS2)
- VII - Behaviour Progression Document (Staged Approach)
- VIII – Behaviour Watch
- IX – Behaviour Plan
- X – Strategy Card
- XI - Letter to parents

NB: the term 'paid staff' used within this policy refers to teachers, teaching assistants and lunchtime supervisors. The term 'academy staff' refers to <u>all</u> staff in academy.