

The Canterbury Academy Trust
Schools for all the Talents



Name of policy	Behavior Policy – The Canterbury Primary School
Document owner	Miss B Wilson Mr C May Miss K Birch
Document issued/ last reviewed	September 2024
Date for review	September 2025
Additional notes	
Number of pages	15 pages

In partnership with Simon Langton  Grammar School for Boys to provide a grammar school band for boys and girls in a comprehensive school for all the talents

The Canterbury Primary School

Behavior (including rewards and sanctions) Policy

This document provides a framework for the creation of a happy, safe, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. It aims to underpin and reflect our ethos and values:

Ethos & Values

The Canterbury Primary School will work towards ensuring that every child will:

- Be safe.
- Be healthy.
- Enjoy and achieve.
- Make a positive contribution to their school community.
- Achieve economic well-being.

The Canterbury Primary School aims to provide the highest possible quality education for its students by focusing upon learning and teaching so that all our students become:

- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals who are able to live a safe, healthy and fulfilling life.
- Active and responsible citizens who make a positive contribution to the well-being of present and future generations.

We believe that success is best achieved when it is built upon an open and supportive partnership between our students, parents, staff and directors.

We recognise each student has their own unique personality and special talents. We believe every student has something to offer.

We believe that all students have the right to feel secure and be able to work and develop their potential. We believe every student deserves the opportunity to achieve. Our systems are designed to reflect and support these beliefs.

We believe that every child has the right to learn but no child has the right to disrupt the learning of others.

Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships, appropriate role modeling and a process of co-operative teamwork and the school welcomes and encourages the involvement of the all stakeholders and specialised outside agencies.

We aim to fulfil this by:

Making these expectations clear to all members of this learning community in:

- Classrooms and daily routines
- Assemblies
- CPD opportunities

By believing in and adhering to the following community values of:

- Courtesy
- Responsibility
- Honesty
- Equality
- Respect
- Morality

School promises:

The school has a set of 'School Promises' which have been designed in conjunction with pupil voicing and shared with classes by their representative from the School Council. These promises are displayed around the school and form a key part of our ethos. Pupils reflect on these promises regularly and termly awards are given to those demonstrating these values as part of our whole school, end of term celebration assembly.

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At the Canterbury Primary School, the school promises are:

- Respect everybody and celebrate diversity
- Have high expectations of ourselves and are ready to learn.
- Always give our best effort and persevere.
- All have a voice and listen to everyone.
- Take care of the school and wider environment.
- Are charitable and consider others.

British Values

Pupils are taught to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The Academy Trust's ethos and teaching supports the rule of English Civil and criminal law and we do not teach anything that undermines it. Pupils are made aware of the difference between the law of the land and religious law. There is no place for extremist views of any kind at the academy.

The Canterbury Primary School celebrates diversity and has an educational vision which empowers and adds value to a child's development. Our curriculum encourages students to ask challenging questions and develop a strong sense of their individual identity, as well as the ability to understand and communicate with people from other cultures.

2. The Rewards System

See appendix 1 - Rewards

3. A Sanction System

The Canterbury Primary School has a clearly structured sanctions system, which indicates the steps that will be taken in response to transgression. See appendix 2 - Sanctions

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Searching Student Property:

The school can and will carry out searches, using the guidance provided in <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
The following is a summary of this power.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is:

- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations.
- tobacco and cigarette papers.
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Confiscation

- Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Confiscation Any prohibited items found in a pupil's possession that could be harmful or detrimental to school discipline will be confiscated. These items will be returned to parents/carers after discussion with senior leaders if appropriate. Searching a pupil Searches of pupil's bags, trays or pockets of outer clothing will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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Weapons/Firearms

A student, who uses, possesses, controls, or transfers a weapon, firearm, or any object that can reasonably be considered, or looks like, a weapon, shall receive fixed term suspension or a permanent removal from the school.

A weapon may be defined as “any other object if used or attempted or intended to be used to cause bodily harm, including, but not limited to, knives, brass knuckles, clubs, or “look alike” of any weapon as defined above. Such items as baseball bats, pipes, bottles, coins, sticks, pencils, and pens may be considered weapons if used or attempted to be used to cause bodily harm”.

A firearm may be defined as any lethal barreled weapon that can (or can be converted to) fire a shot, bullet or missile.

The Head of The Canterbury Primary School will inform the appropriate authorities of any student who brings a firearm or weapon to the Academy Trust.

Where, on balance of probability, a student is in possession of a weapon to cause bodily harm or intimidation then the sanction for this in most circumstances will be a ‘permanent removal’.

Using ‘reasonable force’

The Education and Inspections Act 2006 strengthens the legal power for teachers and other school staff to use ‘reasonable force’ to prevent pupils from committing a crime or causing injury, damage, or disruption. This power was first enshrined in the Education Act 1996. However, force will not be used as punishment.

There is no legal definition of reasonable force. In exceptional circumstances where there is an immediate risk of injury, a member of the school staff may take the necessary action to prevent a pupil from, for example, hitting someone or throwing an object. Corporal punishment was abolished in 1986.

At The Canterbury Primary school, staff use PROACT-SCIPr-UK® initiative as a whole school approach to minimize the use of physical interventions and to emphasis sound behavioral support strategies based upon individual needs, characteristics and preferences.

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Partnership between home & school

Statutory guidance from DfE states that by signing a Home School agreement it is assumed that parents/carers wish to maintain and support the school's ethos and standards.

Each parent/carer has a responsibility to work closely with his/her child and school staff to support achievements. Parents have a responsibility to be good role models;

- 1) Show respect to all members of the school community (other parents; staff; students; members of the public) both on the school site and within close proximity by being polite and courteous at all times.

- 2) Challenging and disrespectful behavior to any member of the school community may lead to police intervention and being banned from the school site.

The school reserves the right to:

- Use parenting contract to ensure parents tackle negative behavior before a child reaches the point of being suspended from school.

- Make parents take responsibility for their children in the first five days of exclusion through a new offence of failing to ensure their child is not found in a public place without reasonable justification.

- Ensure education provision is made for all suspended pupils from day six of their suspension and appropriate work is provided between days 1-5.

If a child leaves the grounds

- The parents will be contacted by telephone. If school is unable to contact the parents then the police will be informed.

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If the child is exhibiting aggressive behavior and is in danger of harming themselves or others

- It may be necessary to restrain the child.
- Staff should be trained in the use of Team Teach/positive handling techniques
- Use the utmost care to ensure that only reasonable force is used
- Have a witness so that events can be verified
- Agree the report with the child when they are calm
- Report the incident to the parents as soon as possible
- The report will be shared with all parties involved

5. Bullying

The Canterbury Academy Trust willingly recognises and accepts its responsibilities as laid down in the Education & Inspection Act 2006 and will take all reasonable steps to prevent bullying from occurring or act if it has occurred. The Canterbury Academy Trust will be guided by this simple principle:

“Every child in The Canterbury Academy Trust has a right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals”

The Nature of Bullying

There are many definitions of bullying; most consider it to be:

- Deliberately hurtful (including aggression).
- Repeated, often over a long period of time.
- Difficult for victims to defend themselves against.

Bullying can take a number of forms, but four main types are:

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 rumors, teasing Cyber-bullying Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

- **Physical** – hitting, kicking, taking belongings, damaging personal property.
- **Verbal** – name calling, insulting, making offensive remarks, emails or writing offensive graffiti.
- **Indirect** – spreading nasty rumors, exclusion from social groups.
- **Cyberbullying** – bullying by electronic contact for example via text message, social media; picture/video clips via mobile phone cameras; mobile phone calls silent or abusive messages; or stealing a victim's phone and using it to harass others, email – often sent using a pseudonym or somebody else's name, chatroom bullying and bullying via websites or via instant messaging.

The Canterbury Primary School will seek to prevent and eradicate bullying of all forms but recognises that there are some forms of bullying directed at the particularly vulnerable, these may include:

- Looked After Children.
- Racist Bullying.
- Bullying of Children from Faith Communities.
- Homophobic Bullying.
- Gender Bullying (Sexual Harassment).
- Bullying Due to Ability, Disability or SEN.

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The Canterbury Primary School will educate its students against bullying:

- In curriculum.
- In mentoring.
- In assemblies.
- In displays.
- In role modelling standards.

The Canterbury Primary School will provide support for students and parents by:

- Contacting them if there are any concerns.
- Being available to be contacted.
- By providing support in school through teachers, mentors, support staff, counsellors or referral to other agencies.
- By dealing with any reasonable concern with professionalism and seriousness.
- Issues of bullying may be reported to the authorities if this is deemed appropriate (e.g. in the case of racist bullying or ongoing harassment).

The Canterbury Primary School will act against bullies by:

- Initially this could be through discussion with a member of staff or member of outside agency.
- There will be the possibility of mediation/intervention.
- Parents may be contacted.
- There could be work with families.
- If necessary sanction will apply (see above).
- Ultimately, persistent bullies may be permanently removed from the school.

6. Equality Statement

This policy must be applied fairly to all students irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

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The Canterbury Primary School Rewards

Appendix 1

- Praise
- Stickers and certificates for special effort in work or behavior.
- Inclusion in the Golden Achievement Book – names recorded and read out in Achievement Assembly each week.
- Star of the Week (tri-weekly) – an opportunity for a personal achievement to be displayed on the star gallery situated in the assembly hall. Parents are invited to celebrate their child's achievement.
- School promise stickers – these reinforce the school promises. The children can receive a sticker by demonstrating one of the promises and will be awarded during assemblies and termly celebration assemblies
- A whole school Class Dojo system is used in each class to award points
- Each child belongs to a house and the Dojo points go towards their house total which is shared in each phase assembly and the top boy and girl are celebrated at the end of each term
- Each class will be working towards a whole class reward. In order to achieve this, they will have to collect a designated number of objects, eg. Marbles in a jar, coins in a treasure chest.... The reward will be decided and voted on as a class.

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Appendix 2 - Sanctions

The Canterbury Primary School

Behavior policy / procedures

Low level misbehaviours				
<ul style="list-style-type: none"> • Disruption in lessons, in corridors or at break and lunchtimes. • Not completing reasonable amount of learning in a set time due to behaviour • Creating a disturbance, e.g. trying to distract other pupils from their work, kicking a pupil under the table, leaving their seat etc • Deterioration of behaviour, not listening • Poor attitude 				
Step	Behaviour level	Consequence	Staff involved	Outcome
1	Low	Give a reminder about expectations – redirect the pupil to the school promises.	All adults	Reprimand in Private (RIP) – a quiet word rather than all eyes on the pupils to de-escalate the situation. At the Canterbury Primary School, the school promises are: <ul style="list-style-type: none"> · Respect everybody and celebrate diversity. · Have high expectations of ourselves and are ready to learn. · Always give our best effort and persevere. · All have a voice and listen to everyone. · Take care of the school and wider environment.

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				· Are charitable and consider others.
If a pupil continues to demonstrate any negative behaviours, go to step 2.				
2	Low	A warning and a minute of positive interaction, ensure pupil understands task/expectation.	All adults	RIP – with more emphasis redirect pupil. This should be followed by a minute of positive interaction with the pupil to redirect. Examples of positive interaction: Sometimes the work can be challenging, but I know you can do it. Remember your strategies I’ve taught you. I give you permission to talk to your partner on your table.
If a pupil continues to demonstrate any negative behaviours, go to step 3.				
3	Low	Move the pupil within the room and then speak to the pupil for 5 minutes after the lesson for a restorative conversation.	All adults	RIP – Moving the pupil from their space, table, activity to another area of the classroom to work. Pupil to miss 5 minutes after the lesson to discuss/hold restorative conversations with them. Example: I want to understand what happened earlier and see how we can move forward. Can you tell me what happened during the lesson? What was going through your mind when you ...? Let’s have a think about who has been affected by what happened?
<p>Notes:</p> <p>If these low-level behaviours occur more than 3 times during a day/week parents/carers need to be informed of your early concerns at pick-up (away from others) or via a phone call home, stating the behaviours and how you have resolved them with the child. This will need to be recorded on Arbor. Please see the ‘How to guide’.</p> <p>Example of incident summary to be written on Arbor: I have spoken to parents face to face and have discussed Timmy’s behaviour. He has x, y and z this week. When speaking to him during our restorative time, he has said he gets overwhelmed with the noise. Needs his own space to work. Needs to be closer to the teacher.</p>				

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At the beginning of each week, the number of behavioural incidents resets to 0 and the recording process starts again.

Medium level misbehaviours

- Damaging school /other child's property
- Leaving class without permission repeatedly
- Escalation of low-level misbehaviours
- Persistent or rudeness/refusal of instructions/ challenge to adults e.g. answering back
- Lying or refusing to take responsibility for actions

4	Low/medium	Remove the pupil to a partner classroom - 10 minutes max. If during breaktime/lunchtime, pupil to stand with adults. Parents to be telephoned.	Teacher/TA	When speaking, use simple direct commands. Allow the child take up time. Allow time for reflection and self-regulation. Pupil to miss 5-10 minutes from breaktime or lunchtime with their teacher. If on duty, to walk with them outside. During this time, provide the opportunity to re-set, return and the principle of a 'clean slate' is applied. Refer to the school promises.
If a pupil continues to demonstrate any negative behaviours, go to step 5.				
5	medium	Pupil to spend a lesson with Phase leader. If during break/lunch time direct to member of SLT on duty. Parents to be telephoned.	Teacher/TA. SLT on duty.	When speaking use simple direct commands. Use Team teach principles of de-escalation. Allows the pupil a space to calm and self-regulate. Gives pupil take up time to complete their work. Pupil to miss 10 minutes from breaktime or 30 minutes from lunchtime with SLT.

Notes: Parents/carers need to be informed at pick-up (away from others) or via a phone call home, stating the behaviours and how you have resolved them with the child.

This will need to be recorded on Arbor. Please see the 'How to guide'.

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Example of incident summary to be written on Arbor:

I have spoken to parents face to face and have discussed Timmy's behaviour. He has x, y and z this week. When speaking to him during our restorative time, he has said he gets overwhelmed with the noise. Needs his own space to work. Needs to be closer to the teacher.

If this behaviour is seen more than 3 times in a week, they are to go in the reflection room.

High Level misbehaviours

- Use of discriminatory language (e.g. racist, homophobic)
- Bullying (also see anti-bullying policy)
- Aggressive response/ challenge to authority including swearing
- Any sexual harassment/Violence (sexualised comments, unwanted sexual conduct, sexual assault, online sexual harassment.)
- Any behaviour which is creating a health and safety risk to self and/or others (e.g. throwing objects/ furniture)
- Fighting and intentional physical harm to other children
- physical abuse to any staff
- Intentional serious vandalism
- Theft
- Smoking or vaping

6	high	Pupil to spend time with SLT in the reflection room.	Teacher with SLT	Pupil will be given time to calm down. Reflection room the following day to enable the conversation to be held when the pupil is ready to engage. Parents will be phoned and further meetings planned. Pastoral team will begin to monitor and discuss personal behaviour plans.
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