



Pendle Education Trust



Behaviour (including exclusions and anti-bullying) Policy

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Pendle Education Trust

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Introduction

At Casterton Primary Academy we believe that:

- The curriculum should meet the needs of all pupils, regardless of ability, culture or background.
- Partnership with parents has a valuable role to play in addressing the education of all pupils.
- Relevant resources should be used to complement the specific needs of individual pupils, engage them and encourage them to apply their learning.
- School plays a vital role in the development of a child's self-esteem.
- Pupils have an important role to play in decisions regarding their education.
- Pupils should be encouraged to recognise their own strengths.
- Pupils should be encouraged to appreciate their own uniqueness and the uniqueness of their peers.
- Pupils need regular encouragement and praise if they are to become confident, motivated and independent learners.

Our behaviour framework deliberately sets out to positively encourage all children to behave with care and consideration for others and their school environment at all times, whilst also teaching respect for themselves and their successes.

We recognise that negative behaviour in itself has a communicative function and can be an indicator of distress or difficulty within children, either linked to school or to home issues. As a result, we adopt a clear, graduated approach to behaviour management within school. This allows us to ensure that all children can be safe, secure and happy within our school environment. We recognise the importance of partnership between staff, parents and children in encouraging a positive attitude to school and learning.

We pride ourselves on a holistic approach to behaviour management and support, respecting pupils fully and encouraging them to show respect to all members of the school community.

Classroom management and expectations

At our school we work towards impeccable standards of behaviour based on the principles outlined in the academy's children's SHINE charter, summarised as follows;

- Being safe, including in school, outside of school and online.
- Being here, both physically at school and through taking an active role in learning.



- Being inspired to try one's best and engage in new experiences
- Being neighbourly, treating one another with due respect and consideration.
- Being excellent in attitudes to others and to learning.

It follows that accepted standards of behaviour for learning are those that reflect these principles.

Good behaviour is fundamental to success in the classroom for both children and teachers. Good behaviour results from well-planned and well-delivered curriculum that stimulates children to learn, ask questions, debate and challenge themselves and others in respectful fashion.

Good behaviour needs to be taught, modelled and rewarded. Poor behaviour needs to be addressed with clarity or an appropriate solution. Each classroom in school displays, in the form of a whole-class charter, the rights and responsibilities of the pupils who learn in that room. These are expectations which are discussed and agreed upon at the start of the year by the whole class, which will allow for the creation of a positive learning environment. These rights and responsibilities are written in child-friendly language to ensure that all children understand with total clarity what is expected of them, and what they can expect from others, in terms of positive learning behaviours.

Playtimes and lunchtimes

During playtimes and lunchtimes, safe play and conduct stems from the central rule of 'Kind hands, kind feet, kind words'. Members of staff on duty have a responsibility to ensure that they deal with misconduct swiftly, fairly and effectively. In instances where the rule has clearly been broken, this may lead to a missed playtime in 'Reflection'. The 'Kindness' rule also applies to conduct within class and around school at all times.

Rewards

All staff and children in school are encouraged to actively praise positive behaviours they see across the school day. Members of the school community should experience positive praise or comments on a regular basis to reinforce positive behaviours and efforts.

As well as positive praise, we recognise the effectiveness of other extrinsic rewards on motivating pupils and helping children to see that good behaviour for learning is valued. Children are rewarded with 'dojos' which, when collected in sufficient quantity, allow children to purchase an item from the school Dojo shop, or exchange them for other rewards such as celebration events.



The traffic light system

Adults working within the classroom environment use a 4-stage traffic light system to deal with behavioural issues that occur on a day-to-day basis.

GREEN and THE STAR are displayed on the classroom wall as a celebration of good and exceptional behaviour:

THE STAR—A child will be put onto the star if their behaviour for learning has been way above and beyond expectations throughout the whole day. Children who end a day on the star will receive 3 dojos.

GREEN—Every child begins every day on green. This represents a fresh start for each child each day, no matter what issues / successes may have occurred the previous day. Children who remain on green throughout a day have shown themselves to have behaved in line with the classroom expectations.

Amber and red are displayed only on the teacher's desk. Conversations regarding amber or red behaviour are between only the adult and pupil.

AMBER— If a child's behaviour for learning is not meeting expectations, they should first be given an explicit warning. If this behaviour persists, the child will be moved to amber.

They should be given a clear explanation:

- a) Of how they can get their name back onto green
- b) That any further poor behaviour will mean that their name moves to red. A child on amber may be asked to miss a portion of playtime to catch up on learning that they have missed out on due to their behaviour. This will be in class and monitored by the class teacher.

RED—If a child is on amber and persists with unacceptable behaviour, their name can be moved to red. This child will then have to miss their next playtime by being taken to 'Reflection', where a member of SLT will address and record their behaviour. A child who returns to class from Reflection Room will then be returned to green for a fresh start in the next session. Children should not be sent to Reflection to finish work. On the rare occasion that a child is put onto red in an afternoon session, that child should be taken to the 'Reflection' at 3pm by a member of staff – a member of the leadership team will complete the behaviour record in CPOMS.

The traffic light system is for behaviour for learning in class only, and remains entirely separate to incidents and sanctions arising from break times. A child should not be sent in from the yard to move their name onto a different colour on the traffic lights. If a child is sent to 'Reflection Room' from the yard, the class teacher will be informed by the member of SLT who is on 'Reflection Room' duty. Incidents which are of a serious nature may be dealt with through the application of a more significant sanction, in line with the guidance outlined in the 'sanctions' section above.



Sanctions

We recognise that positive factors alone do not eliminate all anti-social behaviours, and that anti-social behaviours will require a sanction to be enforced. Poor behaviour can often reflect and stem from personal problems or difficulties. Any criticisms of poor behaviour should always try to address the unacceptability of the behaviour rather than the person.

The use of sanctions at Casterton Primary Academy is characterised by certain features, in line with statutory guidance on behaviour and discipline in school:

- Sanctions must be proportionate and reasonable, taking into account the age as well as any special educational needs (SEN) or disabilities the pupil may have.
- The recipient of the sanction should know why the sanction is being applied and reasons explained clearly.
- Required changes in future behaviour are explained to enable the sanctioned child to avoid future punishments.

Sanctions can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of appropriate tasks as punishments.
- Loss of privileges.
- Missing a break time or series thereof.
- Reflection at playtimes.
- School based community service or imposition of a task.
- In more extreme cases, an internal exclusion from class, or in the most severe cases, a temporary or permanent exclusion.

The exact nature of the sanction applied is at the sanctioning adult's discretion, and must:

- reflect the severity of the negative behaviour demonstrated
- take into account the individual needs of the child, including SEN and / or disabilities
- be applied in a way which would be fair and consistent to sanctions imposed for similar offences, should they occur.



Exclusion

The Academy Principal decides whether to exclude a pupil, either internally, for a fixed term or permanently in cases of extreme behaviour. The Academy Principal will take into account all the circumstances, the evidence available and the need to balance the interests of the pupil against that of the whole-school community.

Parents have the right to make representation about an exclusion and the Academy Council must review an exclusion decision in certain circumstances, which includes all permanent exclusions.

Where the Academy Council upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Casterton Primary Academy is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Sanctions applied to conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises.

This school will not accept any bad behaviour that occurs anywhere off the school premises and is witnessed by a staff member or reported to the school and sanctions will apply as detailed above.

The types of behaviours and when they occur which are covered by this policy include:

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

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.



What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. DfES guidance for schools is under two headings: Don't Suffer in Silence and Bullying – A Charter for Action. This policy reflects this guidance and the principals enshrined in 'Every Child Matters'. DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis.

Bullying can be **direct** (either physical or verbal) or **indirect** (e.g. being ignored or not spoken to). **Cyber bullying can be both direct or indirect.**

At Casterton Primary Academy, we have an established behaviour policy, which sets down rewards and sanctions related to the way children behave. We recognise the importance of giving clear guidance to all, about the relationships we expect to develop within school. These relationships are fostered positively through circle time, PSHE, anti-bullying weeks, assemblies and in the general class and playground rules, which are established in all classes.

Definition of Bullying behaviour (including Racist, Sexist, Cyber, homophobic, transgender, Special Education Needs and Disability)

Bullying behaviour falls into two categories:

- i. Emotionally harmful behaviour, such as taunting, using abusive or prejudice-based language, spreading hurtful rumours and excluding people from groups, or cyberbullying
- ii. Physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

These behaviours constitute bullying if:

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group.
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

It is also important to acknowledge that bullying behaviour can and does occur anywhere and everywhere; in schools, within the home and the community.

Children are made aware through assemblies and in-class PSHE lessons, that bullying often constitutes a repeated, planned and targeted series of incidents.

In our endeavours to look after the welfare of all pupils, a simple rule is learned:



Preventing Bullying

At Casterton Primary Academy, we believe that a school's response to bullying should never begin only after an incident has occurred. Our approach is proactive and preventative. We work hard to create an environment where issues between pupils are identified early, and strategies are put in place to stop bullying before it starts.

To achieve this, we actively gather insight into pupil relationships and any concerns that might lead to conflict. This includes open conversations with pupils about differences and respect—whether through lessons, assemblies, dedicated projects, or special events. Our staff are trusted to choose the most effective methods for their classes, tailoring approaches to the specific needs of our pupils.

We are proud to foster an ethos of good behaviour throughout our school. At Casterton, pupils treat each other and staff with respect because they understand that this is the right way to behave. Our values—respect for others, appreciation of education, and awareness of how our actions impact those around us—are embedded in everything we do. These principles are reinforced daily by staff and older pupils who lead by example, ensuring that kindness and responsibility permeate our school culture.

The role of governors

The Local Governing Committee supports the principal in all attempts to eliminate bullying from our school.

The Local Governing Committee will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Local Governing Committee monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Local Governing Committee requires the principal to keep accurate records of all incidents of bullying, and to report to them on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of the Local Governing Committee in writing to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Local Governing Committee notifies the principal, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the principal

It is the responsibility of the principal to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The principal reports to the governing body about the effectiveness of the anti-bullying policy on request.

The principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The principal draws the attention of children to this



fact at suitable moments. For example, if an incident occurs, the principal may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The principal ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The principal sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of parents and carers

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school; to tell staff if they are worried about bullying as soon as it happens so that it can be dealt with effectively. It is important that parents understand the difference between a one-off incident and bullying.

The role of pupils

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. These include Teachers, Support Staff Welfare Assistants and Place to Be counsellors.

Staff who have concerns about themselves and others should report their concerns to their line manager in the first instance or the principal. If allegations concern the principal, then these should be reported to the Chair of Governors.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils (outlined in detail in the **Searching, Screening and Confiscation Annex**):

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images



- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Reasonable force

All members of staff have the legal power to use reasonable force to prevent pupils from hurting themselves or others.

‘Reasonable force’ is defined as using no more force than is absolutely necessary.

Reasonable force is used to either control or restrain. ‘Control’ means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom. ‘Restraint’ means to hold back physically or bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances, taking into account any SEN or disabilities which may affect the intervention.

Casterton has four members of staff who are trained in Positive Handling if there is a need for any physical intervention by an adult.

Intervention, including children with SEND and those who are AG&T

At Casterton Primary Academy, we strive to meet the needs of all children, ensure that they meet their full potential and remain challenged academically. The provision for children with Special Educational Needs and Disability and those who have been identified as Able, Gifted & Talented is set out in the relevant policies.

All staff are responsible for making appropriate adjustments to their behaviour management strategies to take into account the needs of all individuals

Equal Opportunities

All policies at Casterton Primary Academy aim to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equal Opportunities Act.



- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Parental Involvement

Parents and carers:

-are key stakeholders in the education of pupils and have a critical role to play in helping their child to reach their potential. We can support parents and carers in many ways to get involved in their child's education.

- are encouraged to attend all meetings and parent evenings. They are actively encouraged to discuss the needs of their child with the class teacher, who is available for meetings / informal discussion and who will involve the subject team leader at the next stage if and when appropriate.

-are asked to sign a Home School Agreement that outlines the responsibilities of the parent and the school, including those around behaviour and attendance.

-are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £60 (rising to £120). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

-have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

-must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120) .

-must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

-are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.



-have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school; to tell staff if they are worried about bullying as soon as it happens so that it can be dealt with effectively. It is important that parents understand the difference between a one-off incident and bullying.

At times, it may be deemed necessary or more appropriate for home visits to be made and this is done so in accordance with other school policies. This is seen as a successful way of engaging and liaising with parents.

Pupil Participation

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. These include Teachers, Support Staff Welfare Assistants and Place to Be counsellors.

Staff who have concerns about themselves and others should report their concerns to their line manager in the first instance or the principal. If allegations concern the principal, then these should be reported to the Chair of Governors.

Safeguarding

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare. For specific details of policies and procedures, please refer to the school's policy.

Monitoring and Evaluation

It is the role of the post holder with responsibility for this policy to monitor its effectiveness and suitability. Any amendments must be presented to a representative from the Academy Council for approval.







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