



Castle View Primary School Behaviour Local Procedures

These local procedures are to be used in conjunction with QEGSMAT's Behaviour Policy. They have been reviewed on 26th May 2021 and have been impact assessed in light of all other school policies and the Equality Act 2010.

Signed: Sue Jones	
Position: Chair of Governors	
Date: May 2021	Review Date: May 2022
Minute Number: LG05/21.20	

Castle View Primary School
School Road, Matlock
Derbyshire.
DE4 3DS
01629 582699
info@castleview.derbyshire.sch.uk
Headteacher: Clare Peat
Chair of Governors: Sue Jones

Aims of the Policy

<u>GUIDING PRINCIPLES:</u>	<u>2</u>
<u>CODE OF CONDUCT</u>	<u>3</u>
<u>ROLE OF THE PARENT</u>	<u>3</u>
<u>BEHAVIOUR OF VISITORS TO THE SCHOOL SITE</u>	<u>3</u>
<u>POSITIVE INTERACTIONS</u>	<u>4</u>
<u>PROMOTION OF EXPECTED BEHAVIOURS</u>	<u>4</u>
<u>APPLICATION OF SANCTIONS – A STEPPED APPROACH</u>	<u>5</u>
<u>BEHAVIOUR: INITIAL PREVENTATIVE STEPS AND VERBAL WARNINGS</u>	<u>7</u>
<u>INITIAL SANCTIONS AND LOSS OF PRIVILEGES</u>	<u>8</u>
<u>PERSISTENT / SERIOUS ACTS OF MISCONDUCT</u>	<u>9</u>
<u>INTERNAL EXCLUSION</u>	<u>9</u>
<u>FIXED AND PERMANENT EXCLUSIONS</u>	<u>9</u>
<u>SPECIFIED EXCLUSION TIMES</u>	<u>10</u>
<u>PHYSICAL INTERVENTION</u>	<u>10</u>
<u>RECORDING OF INCIDENTS</u>	<u>11</u>

Definition of 'behaviour' within this document: *'the way in which one acts or conducts oneself on a learning, social or emotional level'.*

Definition of 'the school': *'The Headteacher, Senior Leadership Team, Governing body and all teaching / support staff acting under their guidance'*

Definition of 'the parent': *'Any adult with 'legal guardian' status for the given child'*

Aims of the Policy

The school aims to promote good behaviour through a culture of mutual respect, recognition of responsibilities and associated actions. To exceed expectations and raise aspirations.

Guiding Principles:

Castle View Primary School is an inclusive community. We welcome pupils from all backgrounds; we treat everyone as an individual and aim to develop the whole person so that they are equipped to take their place in the modern world. To enable this, the school supports the guiding principles that:

- 1. Enrolment or employment at the school is subject to supporting and demonstrating high standards of behaviour. Those placing the principles of this document in jeopardy, actual or potentially, may have the right to work or learn in the school withdrawn.**
- 2. Access to a safe, non-threatening and productive learning and working environment is the right of everyone at school.**
- 3. The key function of a school is to deliver an effective education for all; behaviour that contravenes this will not be tolerated.**
- 4. Respect is demonstrated to all those working and learning at school and this is extended to the school building/grounds and the resources contained within it.**
- 5. The school recognises that the wellbeing of 'all pupils' is paramount and that the 'needs of the many' as opposed to the 'needs of the one' will inform appropriate actions relating to behavioural matters.**
- 6. There are often reasons, but never excuses, for poor behaviour.**

Castle View Primary School, its staff and Governors recognise that there are children whose circumstances are challenging and that this can often impact on their ability to respond in accordance to expectation. These pupils will be supported; however, as a core principle to address and amend behaviour, parents who accept a place for their child at the school are to acknowledge the aforementioned principles.

Code of Conduct:

We have high expectations of the entire community at Castle View Primary School. Common sense should prevail at all times. Mutual co-operation, respect for property, respect for our environment and above all, each other, are essential to our happiness.

All staff and visitors are expected to lead by example. Respect should be shown to teaching and non-teaching staff, pupils, parents and other visitors to the school. Staff and visitors alike are to be positive and supportive to pupils and should communicate using appropriate language for their age and that of an inclusive school.

Respect for the rights, dignity and integrity of others is essential for the well-being of Castle View Primary School. Actions by any persons, pupil or adults, that do not reflect such respect for others are damaging to the individual and hence damaging to the school. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social environment.

All those accepting to work in the school, contractually or voluntarily accept that in order for learning to take place effectively, good order and discipline are maintained through the active promotion of self-regulation and discipline.

The Role of the Parent

Good discipline is maintained if parents have the same standards and we expect all who accept places for their children to fully adhere to and support the school's expectations.

- Parents must support their child by ensuring regular attendance, punctuality and having only the highest expectations.
- All adults, including parents, should be good role models for the children.
- Uniform contributes to the ethos of the school and parents should undertake to provide the correct uniform.

Behaviour of visitors to the school site

The Headteacher has the right, under the Education Act 1996 – Section 547, “to withdraw access to school premises anyone (including parents) who cause a nuisance, disturbance or annoyance to those persons lawfully present”. Such actions are subject to appeal to QEGSMAT, who may choose to withdraw or extend such an action.

Positive Interactions

Castle View Primary School takes a firm but fair approach to pupils involved in issues relating to discipline.

We praise and reward children for their good conduct and ensure that others witness such praise.

This is via:

Praise

*"I am delighted that you have shown '**Respect**' by looking after your resources."*

Expectations

*"We show that we are '**Sharing**' by sharing our resources. Next time please share the pencils with others."*

Encouragement

*"What a really impressive start to the work. Keep this up, you are really showing '**Endeavour**' by not giving up."*

Warning

*"By shouting out you are disturbing the learning for others. You need to fix this. If you do not then you will be put on the sad face and will then be in reflective time. Think you need to be '**Responsible**' for your actions."*

Action

"Unfortunately you did not fix your behaviour and have not made the right choice. You need to reflect on your behaviour and must attend reflective time. If this continues you will see the headteacher and your adults will be informed."

Promotion of Expected Behaviours

Staff at school are encouraged to use the following methods of rewards, designed to instill and model the high expectations.

Verbal praise, smiles, stickers, jobs and responsibilities awarded, medals and trophies, letters and certificates sent home.

'Castle coins': Awarded as an instant reward. Children are able to exchange their coins for gifts from the shop on a weekly basis. Each child has a loyalty card.

Merits: Certificates are awarded for special achievements i.e. success in team games.

Learning Warriors: A weekly assembly is held to recognise and praise children who demonstrate that they have moved their learning forward and have been good role models.

Each week, an assembly/collective worship time is dedicated to instilling the expectations and values associated with British Values and our mission 'Exceeding expectations, raising

aspirations', using examples of success of those demonstrating its principles or modeling how to attain them.

In Nursery all of the above are developed in a way which is appropriate to pupils of their age. They are rewarded with positive praise and inappropriate behaviour is challenged by modeling of expectations. Time-out on the 'thinking chair' is used to enable children to think about their behaviour.

Application of Sanctions – A stepped approach

Fair and appropriate responses to the rare occasions of inappropriate behaviour should be taken, not 'knee jerk' reactions that satisfy our needs and not that of the pupils in our care.

Staff are expected to apply a 'stepped' approach to sanctions, escalating the level of sanction according to the response of the child. Where behaviour does not improve, sanctions are to be intensified systematically; where behaviour improves, children should be allowed to have sanctions reduced or removed.

However, all negative behaviours are to be addressed and should never be ignored, even after a pupil's conduct has improved. Undesirable behaviours are; swearing, verbal aggression, throwing things, hitting, kicking, pushing, biting, ignoring requests, damaging property, racist, sexist or other forms of derogatory behaviour.

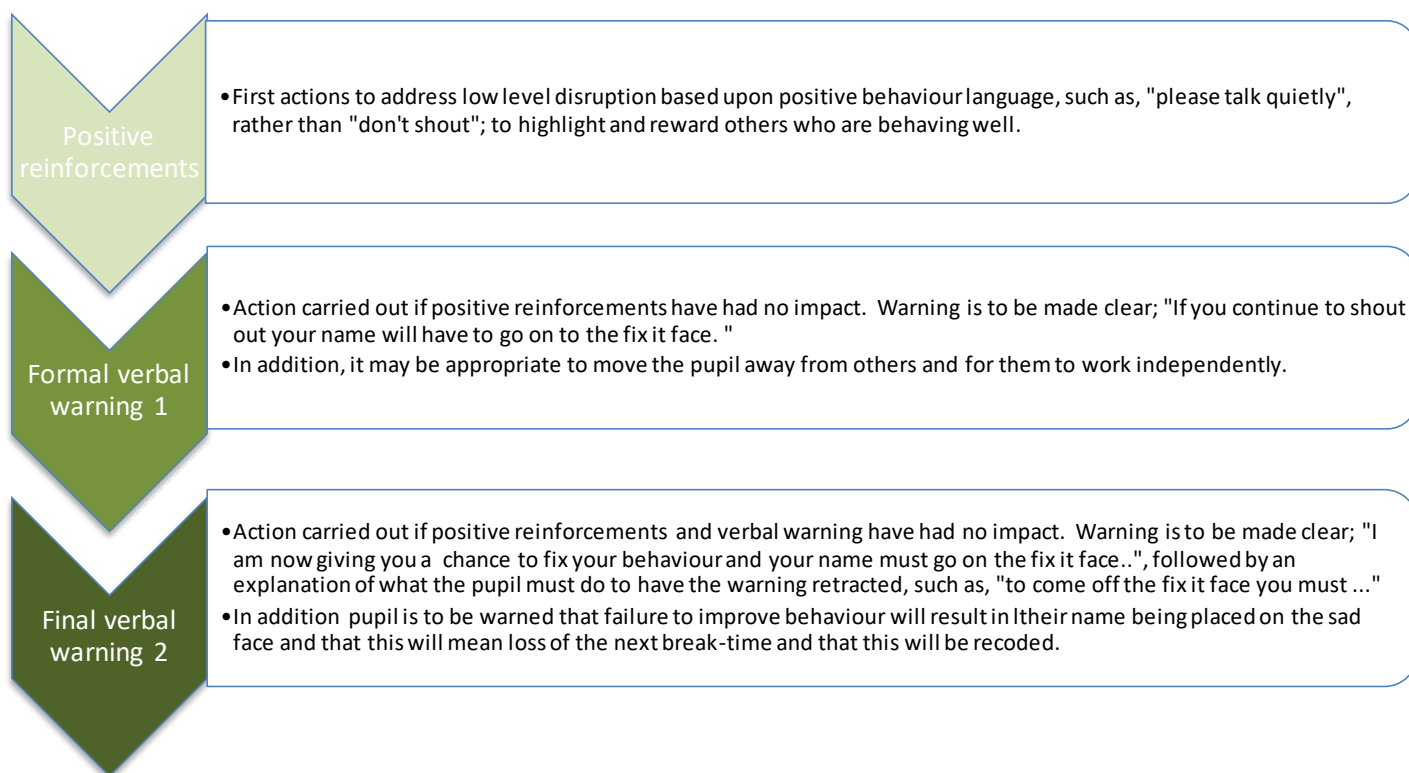
As a minimum, a warning should be given to the child to ensure that they are fully aware that the presented behaviour cannot be repeated.

It is not always the 'sanction' that is important, but the fact that a 'sanction' has been applied effectively

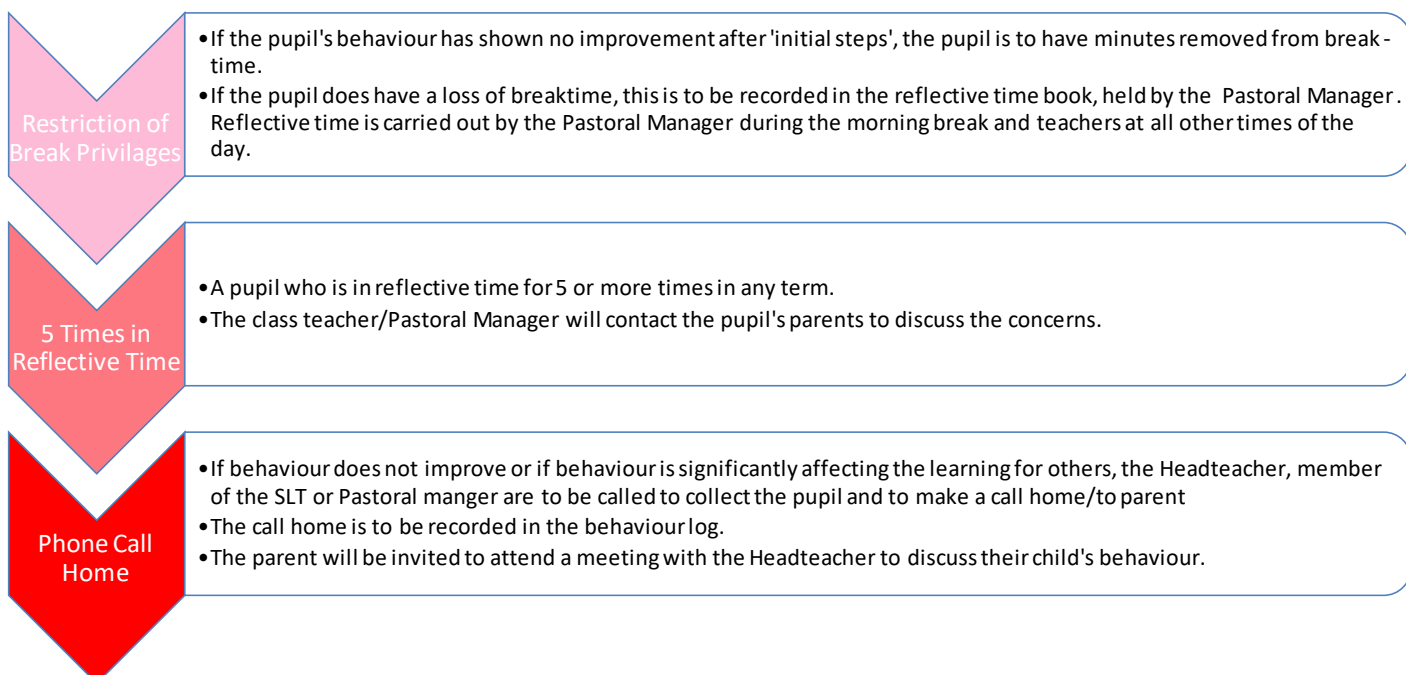
When deciding on consequences for inappropriate behaviour, consider:

- The extent to which our values have been neglected
 - The pupil's honesty regarding their actions
 - Any remorse shown by the pupil
 - Any historical reports of similar behaviour
 - The pupils age and emotional needs
 - The most effective sanction to improve behaviour for each individual child.
-

Behaviour: Initial Preventative Steps and Verbal Warnings



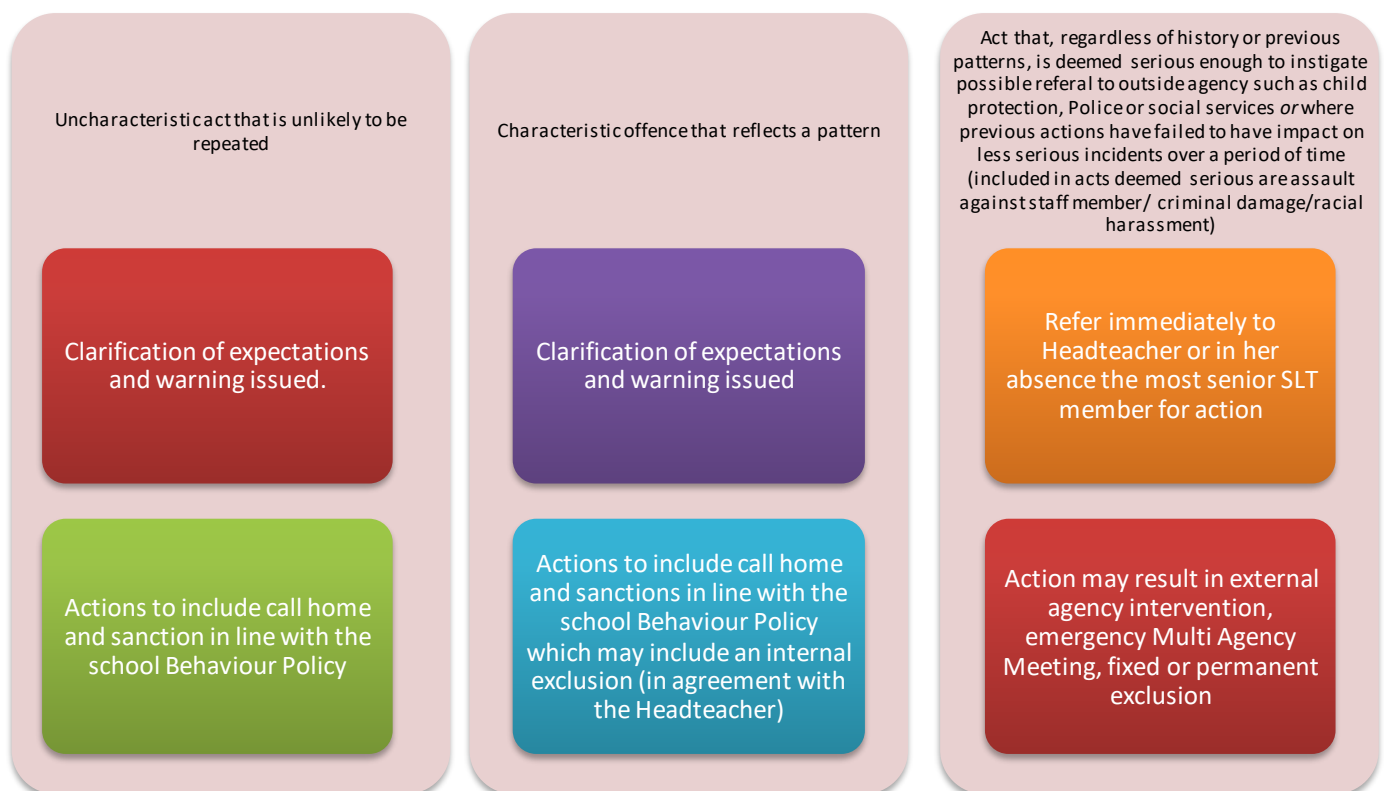
Initial Sanctions and Loss of Privileges



A phone call home is only to be issued without use of 'Initial Steps' and 'Initial Sanctions' if:

- There has been an act that is deemed 'criminal', including assault / damage to property
- The behaviour is severe enough to significantly hinder the teaching and learning in the classroom
- The behavior contravenes the school's equal opportunities policy, for example acts which may be deemed as 'racially or sexually' orientated'.

In extreme cases, and only if it is felt that it is appropriate for the age and needs of a child, a detention may be given. If a detention is given the parent will be notified of the detention 24 hours before it takes place. The detention will last no longer than 30 minutes and will be at the end of the school day (3.30-4.00pm). The detention will not be overturned on the grounds that it is inconvenient for the parent. The child must be collected by the parent/carer following a detention being given.



All incidents resulting in the parent being contacted are recorded in the school 'Behaviour Log' as well as all 'significant individual incidents' that may be seen as, or potentially lead to patterns of bullying or be considered 'deliberately or passively disruptive to good order, discipline or effective learning'.

- All incidents of a racial nature, child protection or criminal conduct must be reported to the Headteacher so that the appropriate authorities can be informed.
- The Headteacher can be consulted at any time regarding actions being taken.

Persistent / Serious Acts of Misconduct –

Internal Exclusion

Where appropriate, pupils may be subject to an 'internal exclusion', working within the school but in isolation to other pupils. This should only be used as a preliminary measure to deal with isolated incidents or to allow pupils an opportunity to 'cool off' whilst an issue is investigated.

The Headteacher is not authorised, even if requested by the parents, to allow them to voluntarily take their child home to 'cool off' or 'reflect'.

Fixed and Permanent Exclusions

The school adopts the Department for Education's guidance, "Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion 2017," which may be adopted for pupils who consistently display poor behaviour or act in a manner that is serious enough to warrant its application.

Exclusions may be:

'Fixed Term': A set period of time set by the Headteacher.

'Permanent': Removal from the school roll.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently. A fixed period exclusion does not have to be for a continuous period.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

Permanent Exclusion is a very serious matter and will only be considered when all other forms of intervention and sanction have been explored by the School/Academy. This may include considering managed moves or other Alternative Provision. Any recommendation for a Permanent Exclusion must include a robust evidence base and must be conducted within the legal framework surrounding Permanent Exclusions. Only the Headteacher can

make a recommendation for Permanent Exclusion for the Academy/school and this recommendation is subject to the agreement of the Executive Headteacher/CEO before the decision to carry out a Permanent Exclusion is taken. The permanent exclusion is heard by a panel from the Local Academy Committee within 15 school days of the exclusion, where it is considered whether to uphold the exclusion or reinstate the pupil. The exclusion and appeals process is outlined in a letter from the academy/school to the parent/carer.

Specified Exclusion times

The Headteacher may choose to exclude a pupil from school site at specified times in order to address periods where 'behaviour triggers' occur. For example, pupils may be excluded from the school site at lunch times, break-times or before and after the school day. It is the responsibility of parents to ensure appropriate care arrangements for their child during any periods of exclusion.

Physical Intervention

The handling of pupils is to be avoided at all times and staff act in accordance with the school's Physical Intervention Policy. As a guide to the law:

Pupils can only be restrained if failing to do so would 'risk injury to themselves or another, or if they are in the process of carrying out a criminal act'.

Only appropriate physical intervention is to be used in such cases. All such occurrences should be reported immediately to a member of the Senior Leadership Team in their absence.

(This is in line with the recommendations of the Education Act 2002)

Recording of incidents

The school records all serious incidents of misconduct within the school on a secure database. Data is recorded to enable the tracking of patterns of conduct, the pupils involved in them and the impact on sanctions that are applied.

Where appropriate the Headteacher, or in her absence, the next senior staff member, may make a call home, informing the parent of the actions taken. These will be recorded on 'record of conversation/meeting forms'.