



Castle View Primary School

Behaviour Policy

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Revision History

Version	Date	Author	Summary of changes

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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

Castle View aims to improve the life chances of all our young people by ensuring they receive the very best education. We aim to provide a happy, safe and stimulating environment based on mutual respect and shared values. Positive behaviour is a central pillar to creating this environment.

This policy has been impact assessed in the light of all other Trust policies and the Equality Act 2010.

Guiding Principles:

School is committed to:

- Promoting self-esteem, self-discipline, positive relationships and proper regard for authority, based on mutual respect.
- Ensuring equality and fair treatment for all.
- Having consistently high expectations of all pupils/students.
- Creating a climate for learning which enables effective teaching and learning to take place; teachers can teach and students and pupils can learn.
- Promoting a culture of recognition and encouragement in which all students and pupils can achieve.
- Encouraging positive relationships with parents/carers and the community.

All adults and children in the school are expected to meet the high standards through consistently exhibiting the expectations of our values:



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 Tapestry, 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 children for their good conduct and ensure that others witness such praise.

We reward children for demonstrating their Learners for life principles. This is via:

Praise

*“I am delighted that you have shown ‘**Respect**’ by looking after your resources.”*

Expectations

*“We show that we are ‘**Care**’ by sharing our resources. Next time please share the pencils with others.”*

Encouragement

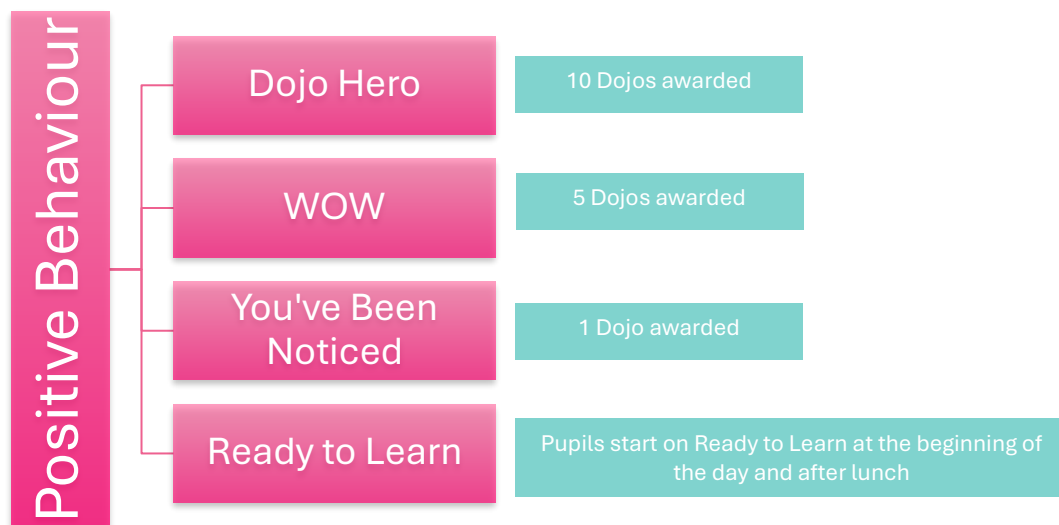
*“What a really impressive start to the work. Keep this up, you are really showing ‘**Integrity**’ by not giving up.”*

Promotion of Expected Behaviours

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

'Dojos': Awarded as an instant reward to promote the use of our school values. Children are able to exchange their dojos for gifts from the shop on a weekly basis.

Positive Behaviour Ladder:



Children are recognised in lessons for demonstrating positive behaviour, producing good work, and actively showing the school values. The ladder system supports them in doing this consistently through stages such as *You've Been Noticed* (1Dojo), *WOW* (5 Dojos), and *Dojo Hero* (10 Dojos).

Star of the Week:



A weekly assembly is held to recognise and celebrate children who demonstrate that they are positive role models both in and out of the classroom. At the end of each half term, a celebration event is held to

honour children who have been *Star of the Week*, with parents invited to join in the recognition.

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.

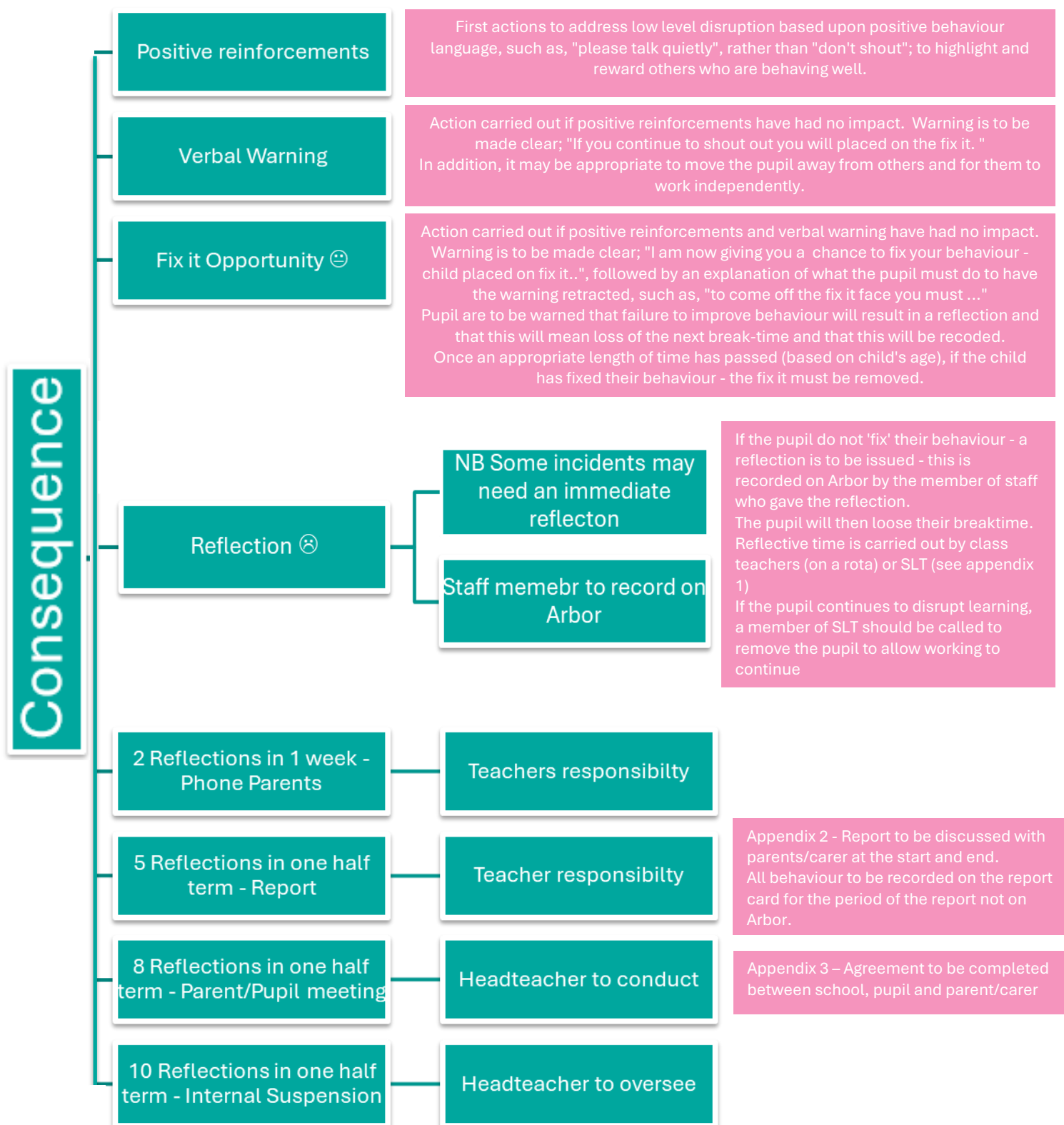
It is not always the ‘sanction’ that is important, but the fact that a ‘sanction’ has been applied effectively

When deciding on consequences for inappropriate behaviour, consider:

- The extent to which the school 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.
-

In Early Years all of the above are developed in a way which is appropriate to pupils of their age. Inappropriate behaviour is challenged by modeling of expectations. Time-out on the ‘thinking chair’ is used to enable children to think about their behaviour.

Behaviour: Initial Preventative Steps, Verbal Warnings, Sanctions and Loss of Privileges



NB: Headteacher discretion should be applied where appropriate, considering the number of incidents within the term, the length of the term, the pupil's SEND needs, and any additional support being provided both in and outside of school.

All incidents resulting in the parent being contacted are recorded on 'My Concern or Arbor'.

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 suspension', 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

See the Trust Policy

Physical Intervention

See Trust Policy

Recording of incidents

The school records all serious incidents of misconduct within the school on a secure online database (Arbor). 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 the database.

Appendix 1 – Reflection Sheet

Name: _____

Date: _____



Reflection

1. What happened?

2. How did this affect other children?

3. How did this affect adults?

Time to think..

4. What could I have done differently?

5. What have I learnt?

Appendix 2 – Report Card



Behaviour Report Card

NB All behaviour for the period of the report is recorded on this document not Arbor.

Date started _____

Has the parent/carer been informed of the report being in place? Y / N

Scoring:		
✓	-	X
• Good Listening • Following instructions • Completing set tasks • Appropriate engagement with others	• Not always Listening • Difficulty following instructions • Difficulty getting on with set tasks • Some inappropriate engagement with others	• Not Listening • Not following instructions • Not completing set tasks • Inappropriate engagement with others
Straight out to Playtime	Take Report to Miss Wilton	Reflection

Day 1:		
Session	Score	Notes
Morning Work		
Lesson 1		
Playtime		
Lesson 2		
Lunch Time		
Lesson 3		
Lesson 4		
Story Time		

Day 2:		
Session	Score	Notes
Morning Work		
Lesson 1		
Playtime		
Lesson 2		
Lunch Time		
Lesson 3		
Lesson 4		
Story Time		

Day 3:		
Session	Score	Notes
Morning Work		
Lesson 1		
Playtime		
Lesson 2		
Lunch Time		
Lesson 3		
Lesson 4		
Story Time		

Day 4:		
Session	Score	Notes
Morning Work		
Lesson 1		
Playtime		
Lesson 2		
Lunch Time		
Lesson 3		
Lesson 4		
Story Time		

Day 5:		
Session	Score	Notes
Morning Work		
Lesson 1		
Playtime		
Lesson 2		
Lunch Time		
Lesson 3		
Lesson 4		
Story Time		

End of Report:

Pupil feedback at end of report period:

Parent feedback at end of report period:

Any patterns or triggers identified

Please return to Miss Wilton to allow for this to be scanned and uploaded to Arbor

Appendix 3 – Parent/ Pupil Meeting



Parent/ Pupil Meeting after 8 Reflections

Pupils Name:	Number of Reflections
Year Group:	Date of Meeting:

Meeting attendees:

Reason for Reflections:

Agreed actions to support _____:

Actions by the school:

Actions by the family:

Actions by the pupil:

Signed Academy:

Parent:

Pupil:

Appendix 4 – Pupil Friend Visual

