





**BEHAVIOUR POLICY**

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**Our Vision**

Castle View Primary Academy, a school where **respect, responsibility, and resilience** are at the heart of all we do, enabling our community to learn, grow, and succeed.

**Our Ethos**

Castle View Primary Academy: Inspiring all to believe, achieve and succeed.

**The behaviour policy**

We strongly believe that by following our vision statement, being respectful to all, responsible in our actions and resilient to challenges, a secure, caring and happy environment for every child and member of staff is created, allowing stimulating and creative learning to take place. Our ultimate goal is that all children will be able to self-regulate their behaviour choices because at the heart of effective learning is self-discipline. Pupils are taught to be responsible for their own behaviour and actions.

* All children and staff have the right to feel safe at all times at school.
* Castle View is an inclusive school.
* Pupil voice is at the heart of the development of school rules.
* High standards of behaviour are expected at all times.
* A positive approach will be taken.
* Sanctions will be known and understood, consistently applied and regularly monitored.
* Pupils who struggle to meet behaviour expectations will be supported as necessary.
* Personal responsibility and self reflection will be encouraged.
* All stakeholders will be expected to conduct themselves properly, including parents and carers.

For a culture of good behaviour to flourish we believe that parental engagement is vital. Parents and carers, where possible, should:

* Get to know the school’s behaviour policy and reinforce it at home where appropriate.
* Listen to the school staff talking to you about your child’s behaviour and respond politely.
* Take what is being said to you seriously. Staff do not give sanctions lightly.
* Understand that the staff do not take things at face value, they find out the circumstances of an event and are telling you the reality of the situation.
* Support their child in adhering to the school’s behaviour policy.
* Inform the school of any changes in circumstances that may affect their child’s behaviour.
* Discuss any behavioural concerns with the class teacher promptly.
* Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
* Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
* Take part in the life of the school and its culture.
* The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues.

**Research tells us that positive approaches to behaviour management are best. Therefore at Castle View we have a comprehensive suite of rewards and incentives.**

The main strategies used are:

* Stickers
* Certificates
* House points
* Half Term Heroes - the house with the most house points.

This list is not exhaustive.

**To promote positive interactions between all stakeholders at Castle View, when a pupil is asked a polite question, (How are you?), it is expected that a pupil will respond courteously and respond with a question (I’m fine thank you, how are you?)**

* Greet and respond in a courteous manner.
* If confident, a pupil may shake hands with a member of staff, showing a sign of respect

**To promote positive behaviour and high expectations at Castle View, all members of staff will remind pupils of such;**

* At Caste View, we sit up straight
* At Castle View, we are polite and well-mannered
* At Castle View, we are responsible, resilient and respectful

**Positive affirmations**

* At Castle View, you are aspirational
* At Castle View, WE all give a 100% effort in everything we do
* At Castle View, we aim for the stars
* At Castle View, we are responsible for our actions
* At Castle View, we are resilient
* At Castle View, we are respectful to all
* At Castle View, we believe in ourselves
* We are going to have brilliant day today at Castle View
* We are grateful to be members of the Castle View family
* At Castle View, you are happy and safe pupils
* At Castle View, we have no excuses
* At Castle View, our actions have consequences

There will be times when children’s behaviour falls short of expectation. These behaviours might be:

* Non-compliance - Disobeying teacher instructions
* Getting up and wandering about in lessons
* Answering back
* Disrespectful body language - this may include rolling of the eyes, sighing loudly or slumping in a chair
* Distracting others from their work
* Disruption in lessons
* Making random noises, sounds or comments (sometimes copied from social media trends)
* Shouting out
* Swinging on chairs.
* Not being ready

More serious behaviours might be;

* Repeated breaches of the behaviour listed above
* Any form of bullying
* Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
* Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments:

- Sexual jokes or taunting

- Physical behaviour such as interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

* Any throwing of furniture
* A child posing a serious threat to their own or someone else’s safety eg violent aggression towards another child or adult such as biting, punching & kicking
* Damage to school resources or property
* Spitting
* Vandalism
* Theft
* Swearing (must be either heard by an adult or admitted by the child)
* Rough play / play fighting
* Any physical grabbing, scratching, strangling
* Racist, sexist, homophobic or discriminatory behaviour and language
* Possession of any prohibited items such as E- cigarettes, vapes, weapons etc

The above are examples and should not be seen as a definitive list.

**Our clear and comprehensive procedure at Castle View, with its well-defined, step-by-step approach, ensures a proportionate and effective response to poor behaviour choices.**

It is everyone's responsibility to manage the behaviour of the children within his/her class and around the school building and beyond. Strategies that may be employed to include the following:

* Praising children who are displaying good behaviour and naming the behaviour e.g.’ well done for putting your hand up’
* Trying to foresee / predict behavioural flare-ups and being proactive in taking steps to avoid them
* Using distraction techniques to nip behaviour issues in the bud

**SEND**

At Castle View Primary Academy, we understand that some of our children may need more help in developing their social and emotional awareness to consistently display positive behaviour for learning and life. This may include children with medical needs or SEND including those with EHC Plans. These children will receive this support initially through the class teacher; however referral to the SENDCo may be necessary. She will then consult with the child, parents, specialist support (if appropriate) and class teacher to create a bespoke behaviour plan. This allows the child to take smaller steps to achieve good behaviours in a way suited to them. Children with a behaviour plan can access reward time if all concerned deem it appropriate. If this bespoke approach is not successful, further referral to other agencies can be made following consultation with parents.

We acknowledge our legal duties (see Appendix 1) in responding to misbehaviour by pupils with SEND and or medical needs will, as far as possible, anticipate all likely triggers for misbehaviour.

For children with complex needs the behaviour policy may not be appropriate, even in a highly adapted form. In these instances, decisions on whether a pupil’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis for example: Was the pupil unable to understand the rule or instruction?

**The Card System for dealing with poor behaviour.**

In this behavior card system, all pupils begin the day on green, signifying they are meeting expectations. A verbal warning is recorded simply as the child's name on the system, acting as an initial prompt to encourage self-regulation and immediate correction of their behavior. This will result in a child losing 5 minutes of their break time. If the behavior persists or escalates, the system then moves to a yellow card (10 minutes of break time) and subsequently a red card (15 minutes of break time), indicating more significant behavioral concerns and likely triggering further consequences.

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**Sanctions**

The sanction for any pupil who have their name moved onto the verbal warning, yellow or red are as follows;

* Staying in for part of their playtime or lunchtime to ‘make up’ for work not completed due to poor behaviour. Class teachers will manage this.

- Verbal warning - 5 minutes missed of break time

- Yellow - 10 minutes missed of break time

- Red - 15 minutes missed of break time.

**Reward afternoons**

At Castle View, it is important that pupils are recognised for always doing the right thing and for adhering to the expectations and school rules. At the end of a half term, the class teacher will organise a reward afternoon.

Pupils who have received 3 red cards during the half term will continue to focus on work that may have been missed because of their behaviour and will not participate in the reward afternoon.

**Half Term Heroes**

Pupils collect house points for their house team. This gives the children a sense of teamwork and belonging. House points are rewarded for respectful, responsible and resilient behaviour in school. The house with the most house points at the end of a half term receives a special reward the following half term.

**Time out areas**

Each classroom will have a ‘time out’ area, either inside their classroom, or close by. This area can be used by children who are finding it difficult to regulate their emotions. Children will be able to choose to take themselves away from a situation for a short period of time in order to calm themselves down. Timers will be used by children and when the time is up they must rejoin the lesson.

**Break times and Lunch times**

Children who find it hard to behave appropriately at lunchtime should be referred to the Headteacher so that alternative arrangements can be made for them.

**Suspension/Exclusion**

A fixed term suspension can be given if:

● the behaviour is deemed to be a risk to the health and well-being of themselves or others,

● Low level behaviours are persistent and are therefore proving detrimental to the good order of the classroom and/or wider school environment.

Only the Head Teacher, or a member of staff acting in that capacity, can suspend a child from school for one or more fixed periods and up to 45 days in a school year. In extreme and exceptional circumstances a child may be excluded permanently. Permanent exclusion is always a final resort when all other avenues have been explored.

The exclusion procedure is laid down by specific guidelines and includes informing the child’s parents, Chair of Governors, The Multi Academy Trust and LA. Permanent exclusion is the absolute last resort and will only be applied where all other avenues have been exhausted. The school would undertake a dialogue with the Local Authority and Multi Academy Trust.

**Online Misbehaviour**

Expected online behaviours are covered in the Acceptable Use Policies, which are differentiated for Rec/KS1 and KS2.

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures.

**Conduct outside the academy gates:**

Our ethos is very much that we are growing citizens of the future, therefore how our children conduct themselves when out of the school premises is very important. Consequently our behaviour system is used and applied when our children are;

● taking part in any school-organised or school related activity

● travelling to and from school

● When behaviour could adversely affect the good reputation of the school.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

● Could have repercussions for the orderly running of the school

● Poses a threat to another pupil

● Could adversely affect the reputation of the school

When matters come to the attention of a member of staff, these should be discussed with a member of SLT who will advise the necessary steps to be taken, which will more than likely include contacting parents/carers.

**Confiscation of inappropriate items:**

The general power of discipline enables a member of staff to confiscate, retain or dispose of property, 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 appropriately. At Castle View, confiscated items are returned to the child’s parent/carer with a brief explanation of why the item was removed.

**Screening and searching pupils**

The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:

* Taking part in school organised or related activity
* Travelling to or from school
* Wearing school uniform or in some other way identifiable as a pupil

**The use of Reasonable Force:**

The Governors expect the Use of Reasonable Force Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006):

* in self-defence or when safety is an issue
* where there is a risk of significant damage to property
* to search pupils for weapons / stolen property.

The Governors expect that ‘authorised’ staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.

There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified an individual pupil ‘Behaviour Management Plan’ may specify a particular physical intervention technique for the pupil concerned.

A ‘Use of Reasonable force’ form (Appendix 2) will be completed by the school and the parent will be informed by either the Lead Behaviour Professional or the Headteacher.

**Recording Behaviour Incidents**

All school staff will use CPOMs to record behaviour incidents and tag the nature of the incident accordingly. Some incidents will require to be written up in an ABC format (Antecedent, Behaviour, Consequence). This includes bullying behaviour, in addition to racist and homophobic incidents. Racist incidents are also logged on a Lancashire proforma and reported to Full Governors.

**When to work with other local agencies**

We model positive behaviour and support the children, using clear, unambiguous directions and language. We have worked closely with Stepping Stones PRU and the IEST (Inclusion and Engagement Support Team) to develop a range of strategies to promote good behaviour.

When a child is experiencing difficulties in regulating their behaviour, the class teacher will implement a range of strategies to support the child. If these strategies are not having a positive impact on the child’s behaviour, support will be sought from the pastoral team or SENCO. If the child is regularly receiving yellow or red cards, the lead behaviour professional will work with the class teacher to create an individual behaviour plan. If the behaviour plan does not improve the child’s behaviour, we may contact other local agencies for support.

It is our duty to recognise any issues or barriers, and hence a potential requirement for alternative provision, as early as possible, and carry out a thorough assessment of the pupil’s needs. Early assessment and identification of a pupil’s needs will be carried out before his or her behaviour has deteriorated to the extent that exclusion is the only option.
If a child is experiencing emotional or behavioural difficulties, including problems with anger, mental health issues, and school phobia/refusal, the behaviour lead will contact the PRU for advice and support and this may result in a referral for a fixed term placement at the PRU.

**Pastoral care for school staff:**

The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation.

The Governors would, however, expect the Headteacher to draw on and follow the advice in the ‘Dealing with Allegations of Abuse against Teachers and Other Staff’ guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

The above principles are based upon current best practice and guidelines.

* **Education and Inspections Act 2006:** This Act places a duty on schools to have measures in place to encourage good behaviour and prevent bullying amongst pupils.
* **Keeping Children Safe in Education (KCSIE) Statutory Guidance:** This guidance outlines the safeguarding responsibilities of schools, including addressing behaviour that may indicate a child is at risk of harm.
* **Searching, Screening and Confiscation Advice for Headteachers, Staff and Governing Bodies (DfE):** This guidance provides information on the legal powers staff have to search pupils and confiscate items.
* **Exclusion from maintained schools, academies and pupil referral units in England (DfE):** This guidance sets out the procedures for excluding pupils.
* **Equality Act 2010:** This Act prohibits discrimination on the basis of protected characteristics, including disability, race, and sex. Schools must ensure their behaviour policy is applied fairly and does not discriminate against pupils with protected characteristics. Reasonable adjustments must be made for pupils with disabilities.
* **Children and Families Act 2014:** This Act includes provisions relating to children with special educational needs and disabilities (SEND). Schools must consider the needs of pupils with SEND when developing and implementing their behaviour policy.
* **Use of reasonable force in schools (DfE):** This guidance clarifies the powers of school staff to use reasonable force to prevent pupils from harming themselves or others, committing an offence, or damaging property.

**Appendix 1:**

Recognising the impact of SEND on behaviour The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND). When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

● Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school’s policies or practices (Equality Act 2010)

● Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

● If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

**Appendix 2**

Record of the use of force

| Details of the student(s) on whom force was used |
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| Name and class: |  |
| Date time and location: |  |
| Name(s) of staff involved directly or as witnesses: |  |
| Names of other students involved either directly or as witnesses including whether any of the students involved were vulnerable for SEND, medical or social reasons.  |  |
| Description of incident from the staff involved including any attempts to deescalate and warnings given that force might be used.  |  |
| Reasons for using force and description of force used |  |
| Any injury suffered by staff or students and any first aid / medical attention required |  |
| Follow up including post incident support and any disciplinary action against students. |  |
| Any additional staff or external agencies be informed of the incident and why? |  |
| When and how those with parental responsibility were informed and any views that they have expressed. |  |
| This report has been complied by:(name and role) |  |