

**Castle Hill Primary
School
Behaviour
Policy**



Reviewed on: September 2025

Reviewed by: Headteacher

K. L. Stanick

Approved by: The Governing Body

Review Frequency: Annually

As a committed member of UNICEF and a follower of the conventions in everything we do, we are a rights respecting school.

Therefore in writing this policy, we relate to Articles 1,2,3,5,6,12,28,29,31.

The School's Policy and Procedures for Behaviour and Discipline take account of the LEA's Behaviour and Inclusive Education policies and aim to meet ALL the provisions of DFE Circular - Keeping Children Safe in Education issued September 2025 and updated annually.

Governor: Statement of Behaviour Principles

We believe in our school setting high expectations whilst nurturing a culture of mutual respect.

We direct our Head teacher through a process of reviewing, amending and ratifying the Behaviour Policy annually.

We uphold this by monitoring and evaluating school behaviour by: - conducting an annual parent survey and termly reporting through the Heads report to Governors- red letters, suspensions and exclusions.

Rationale

At Castle Hill we firmly believe that high standards of behaviour are rooted in positive relationships and high expectations. We want our pupils to behave well, make good choices and demonstrate kindness to others. We promote a culture of praise and encouragement in which all pupils can achieve.

Our School Expectations

At Castle Hill we offer:

- Every pupil has the right to learn in a safe and secure environment without disruption and distraction.
- All members of our school community must behave in a positive and respectful manner towards each other.
- We should value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community.
- Those demonstrating unacceptable behaviour should take responsibility for their actions and understand that there are consequences for the choices they make.

- To provide a safe, happy and stimulating environment in which pupils can learn as part of a considerate and caring School Community.
- To encourage tolerance and respect for others.
- To promote self-discipline and the recognition that we have to take responsibility for our own actions.
- To effectively manage pupils' behaviour in a fair and systematic way that is clearly defined and understood by Governors, Staff, Pupils and Parents alike.
- To promote the concept of representing the school.
- To promote understanding of the world in which we live.

Values, Recognition and Consequences

'Responsible - Considerate - Respect'

Our School mantra which all pupils are familiar with, is: 'First time, every time.'

Diamond Rules

- Keep hands and feet to yourself.
- Accept **responsibility** for what you do.
- Be **considerate** to each other as well as adults.
- Call people by their proper names.
- **Respect** property and our grounds.

These are the values that underpin the expectations that we have for the behaviour and attitude of all pupils in school. These rules will be displayed prominently in every classroom and shared area. Pupils will be referred to the rules when they are sanctioned so that they are clear as to why their behaviour is unacceptable. Each term a whole school assembly, led by the Deputy Headteacher, will focus on these values to ensure pupils are aware of the expectations we have of them.

Recognition

Pupils will be recognised for their effort via the following:

Classroom level:

- *Personal praise/proximity praise*

* *Recognition Board*

**DOJO point – 1 per packtype / praise*

School level – all the above, plus:

- *Platinum Assembly* - Platinum Book either for consistently good work or behaviour that demonstrates one of our Packtype qualities:

Retriever-reliable, responsible, trustworthy

Hound-creative, original, imaginative.

Guard Dog- ambitious, determined, and self-motivated

Sheepdog- organised, disciplined, efficient.

Pointer- Accurate, factual, precise.

Mastiff- Persuasive, enthusiastic, convincing.

Coachdog-caring, supportive, trusting.

Terrier- hands on, effective, resourceful

The School Council voted that we award an Environmental Award to support the necessity to raise the profile of looking after our planet. This is called 'The Dolphin Award' and the individual or class modelling positive behaviours half termly in Platinum assembly on Friday.

Restorative Practice – Undesirable behaviour

All members of staff are trained in the key principles of Restorative Practice and Emotional Coaching. We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships. Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in school must model this too.

Pupils are therefore encouraged to take **responsibility** for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged/recognise. Those who do not follow the rules need to know that their actions will have consequences.

Reasonable Adjustments

We will arrange for reasonable adjustments to be made in order to cater for children's individual needs where necessary. The school reserves the right to adapt this process for individual pupils whilst maintaining intelligent consistency. The management of behaviour will follow a scaled, and proportionate approach.

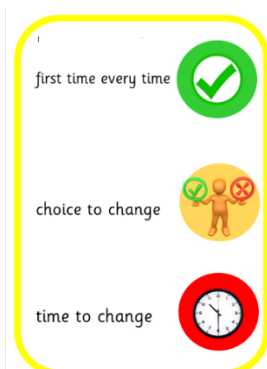
Behaviour Management

Every class displays a set of traffic lights. All children, at the start of every day, begin on green.

Every child will receive a warning first and it will be explained why the behaviour is unsatisfactory. If they continue to break one of our school values their name will be moved on the traffic lights from green to amber. At this point, they have a 'choice to change'. If the behaviour continues, their name will be moved to red and it is 'time to change'.

If a pupil moves to red, the class teacher will decide whether the pupil needs a **change in place** - a restorative conversation between the teacher and pupil will take place at an appropriate point in time. Parents are to be informed by class teacher if a child has been moved to red traffic light at the end of the day and had a change of place. If a pupil is on the red traffic light 3x within a half term, the parents and the pupil will be invited to a meeting with the Deputy Headteacher (INCO) to share behaviour concerns and devise strategies.

The class teacher will discuss the class rules, regularly in PSHE lessons, with the class. Our behaviour values will be visible in every classroom so that reference can be made to them. In this way, every child in the school knows the standard of behaviour that we expect in our school.



Headteacher involvement – Significant behaviour incidents

In the event of an incident that compromises the safety of pupils or staff a **Notice of Behaviour letter** will be issued. These are considered very serious and pupils will be made aware of this.

This letter will notify the parents of the negative behaviour that has been observed. It will ask the parent or carer to discuss the situation and how their child's behaviour needs to change in order that the other children can feel safe, happy and secure to learn. A reply slip signed by parents will complete the process. A restorative conversation will take place with the pupil and with other pupils where necessary and appropriate.

This could lead to a loss of a privilege or and temporary internal/external exclusion. A pupil may be put on a Pastoral Support Plan.

Each incident will be considered individually and the context will be taken into account. This will be done by the Headteacher and Deputyhead.

The School does not tolerate bullying and hate incidents of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying and hate incidents, we do everything in our power to ensure that all children attend school free from fear. (See Anti Bullying/Hate Crime Policy)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE - Keeping Children Safe in Education issued **September 2025**, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Only staff members who are Team Teach trained will intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting himself/herself. The actions that we take are in line with Government guidelines on restraint of children.

The Role of the Midday Supervisor

Midday Supervisors **do not** use the traffic lights system directly as this is intended for use by class teachers. However, class teachers, or SLT, may choose to place a pupil on the traffic lights following a report from a Midday Supervisor and an investigation of a behaviour incident at lunchtime.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of the pupils in the school. The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility of giving fixed-term exclusions to individual children for serious instances of misbehaviour. For persistent or very serious instances of behaviour, the Headteacher may permanently exclude a child. This action is only taken after the School Governors have been notified **and all procedures followed in line with GCC policy.**

The Role of the Parents

The school works collaboratively with parents, so children receive consistent messages about how they should behave at home and at school. The Behaviour Policy is available to parents on our school website.

We expect parents to support their child's learning and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have serious concerns about their child's welfare or behaviour.

Parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and the class teacher should refer this to the Head teacher. If the concern remains, they should contact the School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See policy on Complaints Procedure)

The Role of the Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day to day authority to implement the school Behaviour Policy but the Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Suspensions and Permanent Exclusions

Only the Headteacher (or acting Headteacher) has the power to suspend or exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher suspends a pupil, s/he informs parents immediately, giving reasons for the fixed term exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA about any suspensions/fixed term exclusions and the Governing Body about any fixed term exclusions beyond five days in any one term and any permanent exclusions.

The Governing Body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

The Governing Body, in the event of an appeal, will appoint a discipline committee, which is made up of between three and five members. The committee considers any exclusion appeals on behalf of the Governors.

When an appeal panel meets to consider exclusion, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LEA and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. It is the responsibility of the Governing Body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently.

Monitoring

The Headteacher/INCO monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The Headteacher keeps a record of any pupil who is suspended for a fixed term, or is permanently excluded.

The Headteacher/INCO/Governing Body reviews this policy every year. We will, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with the following policies in order to ensure we are robust in our practice to keep children safe in education:

- Keeping Children Safe in Education
- Early Help Offer
- Safeguarding Policy
- Anti-Bullying and Hate Incidents Policy
- Relationships and Sex Education Policy
- Staff Code of Conduct
- Working Together to Safeguard Children
- Guidance for Safer Working Practice
- Safer Recruitment Policy
- Attendance Policy
- Acceptable Use Policy
- Data Protection Policy
- Health and Safety Policy
- Complaints Policy