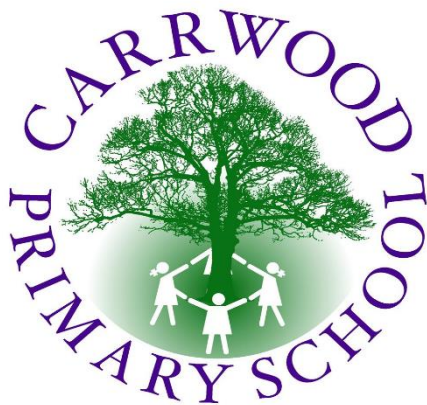


Carrwood Primary School

Behaviour Policy



Date:	September 2026
Review Date:	September 2027
Signed by Chair of LGB:	<i>Paul Gilts</i>

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to staff, children and learning

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- 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

➤ Vandalism

➤ Smoking

➤ Theft

➤ Physical assault on staff and children

➤ Threatening behaviour

➤ Racist, sexist, homophobic or discriminatory behaviour

➤ Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- 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.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Approach

Carrwood Primary School promotes positive relationships to create a happy, secure and caring learning environment. Our approach to behaviour is research based and trauma informed. We create an atmosphere which is based on high expectations and consistency. Good behaviour choices are recognised, praised and rewarded. Our approach to supporting poor behaviour is understood and implemented fairly by all adults. All adults listen to children and respond with sensitivity and empathy. Children are treated with respect at all times.

School Rules

All children at Carrwood Primary School are expected to follow our school rules at all times. They are displayed throughout school; the language is used by everyone and they help everyone to understand how we behave at Carrwood.

Our school rules are as follows:

- Be ready
- Be respectful
- Be safe

Our school rules

We recognise that sometimes some children may need more support to follow our school rules and to make positive behaviour choices. We use a stepped approach for such instances. Please see Appendix One for our stepped behaviour approach, including positive reinforcement strategies. Where appropriate and reasonable, adjustments may be made to routines within the approach to ensure all pupils can meet behavioural expectations.

6.1 Mobile phones

Year 5 & 6 pupils may bring mobile devices into school, but must hand them into the school office at the start of each day. Devices will not be accessed during the day and will be collected from the office at the end of the school day.

Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device.

7. Responding to behaviour

7.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display our school rules
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning and at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

See Appendix One for information on how we respond to and reward good behaviour.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of poor behaviour choices.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that poor behaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. These may include strategies such as praising another child who is showing the desired behaviour or tactically ignoring the behaviour. See Appendix One for further details on our stepped approach to poor behaviour.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving a behaviour sanction, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. See Appendix One for further details. Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive Interventions including the use of Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using of restrictive interventions including the use reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead or deputy safeguarding lead. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead or deputy safeguarding lead to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder. Where reasonable force is used during a lawful search for prohibited items (as defined in Section 3 of the DfE Searching, Screening and Confiscation guidance), such use will be treated as a restrictive intervention and managed in accordance with the school's Restrictive Interventions Policy, including consideration of the pupil's welfare, dignity, vulnerabilities and any SEND or medical needs. Any significant incident involving the use of force during a search must be recorded and reported in accordance with statutory duties. This will be managed in line with the school's Restrictive Interventions Policy (see the Restrictive Intervention Policy).

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks / Drawer
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our low-level safeguarding concerns policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a suitable member of staff, under the direction of the Behaviour Lead / SLT.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with Behaviour Team
- Use of support staff, including Behaviour Support Workers and Teaching Assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 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 incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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 co-operate 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.

For example, preventative measures include but not limited to:

- Short planned movement breaks
- Adjusting seating plans to allow pupils with visual or hearing impairments to sit in sight of the teacher

- Training for staff in understanding conditions such as Autism
- Use of separation spaces where pupils can regulate their emotions
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Bradford Local Authority SEND team – 01274 435750

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the Behaviour Team / Behaviour Lead / Leadership Team
- Behaviour links between school and home

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, and then at least annually, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Our school approach

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By phase group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing board.

14. Links with other policies

This behaviour policy is linked to the following policies

- Suspension and Permanent Exclusion Policy
- Child protection and safeguarding policy
- Restrictive Intervention Policy

- Mobile phone policy
- Mental Health and Wellbeing Policy
- Anti-bullying strategy



The Carrwood Way

This is how we do it here...

At Carrwood Primary School we 'Dream Big.' High expectations of learning, behaviour and respect for each other underpin everything we do.

Believe, Aspire, Achieve

Visible Adult Consistencies

1. Three, Two, One, Stop
2. Meet and Greet
3. Deliberate Noticing

Our School Rules

1. Be Ready
2. Be Respectful
3. Be Safe

'Over and Above'

1. Fantastic Fridays
2. SLT Recognition
3. Parents as Partners

Relentless Routines

Wonderful Walking

Marvellous Manners

Smart Sitting

Our Steps

1. Redirection (non-verbal cues)
2. Reminder (3 rules privately)
3. Caution (Outlining behaviour and consequences)
4. Consequence
5. Reflection (Behaviour team involved)
6. Repair

Microscript

- **I have noticed that you are...** (having trouble getting started wandering around etc.) right now.
- **At Carrwood, we...** (refer to the rule which isn't being followed).
- **Because of that, you have chosen to...** (give an action to support the behaviour, e.g. move to another table, payback 5 minutes at playtime, complete learning at another time).
- **Do you remember when you...** (refer to positive behaviour from yesterday / last week).
- **That is who I need to see today...**
- **Thank you for listening...** Walk away and give the child some 'take up' time.

Restorative Conversation

Pick a maximum of five questions (*two for younger children*)

- *What happened?*
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- *What should we do to put things right?*
- How can we do things differently in future?

Our School Rules:

Be Ready Be Respectful Be Safe

<u>Rule</u>	<u>How it may look in practice...</u>
Be Ready	I will help myself and others to learn by being in the right place, with the right equipment, ready to listen and take part.
Be Respectful	I will listen and talk politely to adults and other children. I will look after equipment, my environment and other people's possessions
Be Safe	I will be kind and look after myself and others. I will follow instructions given by others.

Visible Adult Consistencies

Consistent and calm adult behaviour cultivates a culture of fairness and empathy

Three, Two, One, Stop	Meet and Greet	Deliberate Noticing
Our stop signal helps us stop children in a calm manner so they are ready for what's next. It replaces all other stopping techniques, e.g. clapping, clicking, singing rhymes etc. The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime and on trips etc. Adults' countdown from three and then raise one hand with a flat palm. Children raise their hand in return, stop what they are doing and are silent.	All children are greeted at their classroom door / in their classroom, daily, by their teacher and / or teaching assistant. SLT will also meet and greet on the school grounds	All adults will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours, always linking back to the school rules. When we can 'catch' children making good choices, we can positively reinforce the choices using the strategies below.

Positive Reinforcements

<u>Class Dojo's</u>	<u>Positive Praise</u>	<u>Gold Award</u>
All adults have access to Class Dojo and award Dojo's to pupils for demonstrating the 3 rules. A maximum of 5 Dojos will	<u>Stickers</u>	Each week a member of each class is given Gold Award in parent assembly and their achievements are celebrated. Children get a

be awarded at any one time.	<u>Postcards / Notes Home</u> These can be sent home by any adult in school and should go through the school office for posting.	Gold Award sticker, certificate and can have their photo with the Gold Award photo frame. Gold Award winners are published in the weekly school newsletter
<u>Dojo Shop</u> Dojo Shop is led by Pupil Parliament and is open every three weeks. Pupils can swap Dojo points for prizes. Prizes are age appropriate for each Key Stage.	<u>Phone calls / texts home</u> Positive messages can be shared with parents / carers by any member of staff, via a text message home or a phone call. Text messages to go home should be emailed to the behaviour lead who will send them.	

'Over and Above'		
We recognise pupils who go 'over and above.' 'Over and Above' behaviours include exceeding our school rules, demonstrating our values and impacting the wider 'Carrwood' community. <i>'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'</i> (Paul Dix)		
Recognition for going 'Over and Above'		
<u>Fantastic Fridays</u> Children consistently going over and above will be given an invitation for a Friday afternoon treat with the Head of School / SLT (hot chocolate, afternoon tea, dance party etc). Some weeks it may be that no child in the class is chosen – it needs to be sincere high-level recognition to ensure it is not devalued.	<u>SLT Recognition Postcards</u> High-level recognition for consistently going over and above. No set amount to be sent each week, again it must be sincere to keep value.	<u>Termly Events</u> Reward events for children who consistently go 'over and above' such as bouncy castle time, trips out of school etc.
<u>Parents as Partners</u>		
Parents / Carers of children who go 'over and above' are invited to attend recognition events for their child.		

Relentless Routines

Wonderful Walking	Marvellous Manners	Smart Sitting
All children move through school smartly, at all times. Children use their assembly hands and walk-through school. Children are expected to move quietly through school. All adults notice, stop, and remind if children are not demonstrating wonderful walking.	All children are encouraged to use their manners at all times. Children are courteous and remember to say please and thank you. Children hold doors open for each other and let adults move through a door first. All adults notice, stop and remind if children are not demonstrating marvellous manners.	When sitting on the carpet, during assembly, working at classroom tables or sitting in the dinner hall all children sit smartly. All adults notice, stop and remind if children are not demonstrating smart sitting.

Steps for Managing Poor Behaviour Choices

Staff will manage poor behaviour choices without delegating. It is the aim that children should be kept at steps 1 and 2 for as long as possible, as a cycle. Children should not leap or accelerate steps for repeated low-level disruption.

1. Redirection	Aiming to re-direct the child to be on track. Positive reinforcement of other children around them "X thank you for sitting so beautifully." A visual cue to the child that you want them to make a better choice, which could include a 'look', a visual point to what you expect.
2. Reminder	A verbal reminder of the expectations of ready, respectful, safe delivered privately to the child, The adult makes them aware of their behaviour, what the next step will be and that the child has a choice to do the right thing. Allow 'take up' time.
3. Caution	A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. The child will be reminded of their good previous conduct to prove they can make good choices. Follow the steps below: - Gentle approach, personal, non-threatening, side on, eye level or lower. - State the behaviour that was observed and which school rule is not being followed. - Tell the child what the consequences of their action will be if it continues. Refer to previous good behaviour / choices as a model for the desired behaviour. - Walk away from the child; allow them time to decide what to do next. If there are comments as you walk away note them

	and follow up later. Allow 'take up' time. This step gives the child a final opportunity to re-engage with the learning / follow instructions. <i>We resist endless discussions around behaviour and spend our energy returning children to their learning.</i>
4. Consequence <i>Consequences are determined and actioned by the adult and are appropriate to the behaviour</i>	The child is asked to speak to the adult away from others (could be in another area of the classroom or just outside the classroom door should they need to cool down or to defuse a situation) Boundaries are reset and the child is given a consequence (appropriate to the behaviour) following the microscript: • I have noticed that you are... (having trouble getting started wandering around etc) right now. • At Carrwood, we... (refer to the rule which isn't being followed). • Because of that, you have chosen to... (give an action to support the behaviour, e.g. move to another table, payback 5 minutes at playtime, complete learning at another time). • Do you remember when you... (refer to positive behaviour from yesterday / last week). • That is who I need to see today... • Thank you for listening... Walk away and give the child some 'take up' time. <i>Staff will always deliver consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger.</i>
If this step is unsuccessful, Encourage the child to take a short time out (3 minutes) within the classroom to allow time to calm down, breathe, look at the situation from a different perspective and compose themselves if required. The child then returns to their learning. If the child refuses to take a time out or re-engage with learning then the child will be asked to leave the room for a reflection with the behaviour team.	
5. Reflection	The child, supported by the behaviour team, will move to complete their work in another room in school for the remainder of the lesson (this will be a minimum of 30 minutes and a maximum of a full lesson).
6. Repair	A member of the behaviour team will return the child to the classroom and facilitate the time for a private repairing, restorative conversation to be held between the child and the adult (by covering the rest of the class if required), before the pupil returns to their learning. Any form

	of humiliation or sarcasm is not acceptable. The pupil is then welcomed back to the classroom for a fresh start. The conversation should follow use the restorative questions below. Pick a maximum of five questions <i>(two for younger children)</i> - <i>What happened?</i> - What were you thinking at the time? - What have you thought since? - How did this make people feel? - Who has been affected? - How have they been affected? - <i>What should we do to put things right?</i> - How can we do things differently in future?
Partnership Stage (2- 4-week process)	Where there are numerous causes for concern with behaviour the partnership stage will be implemented. Stage 1 – Preventative – This will be implemented following on-going low-level behaviours. This stage will be implemented for up to two weeks and the class teacher / behaviour team will monitor. Parents will be informed via telephone call. Stage 2 – Elevated – If stage 1 is unsuccessful, stage 2 will be implemented. A meeting will be arranged with the pupil, parents / carers, class teacher and the Behaviour Lead. During the meeting, the positive outcomes for everyone if the behaviour improves and the consequences for not meeting the required actions will be discussed and formulated into a plan. The behaviour plan will then be signed daily by a member of the behaviour team or a member of SLT and the child's parent/carer. At the end of each week, the plan will be photocopied, scanned into CPOMS and sent home. After a two-week period there will be a review meeting. If the plan has been successful this will be acknowledged and the plan will end. If the required change in conduct is not met, a member of SLT will attend the meeting and outline expectations alongside the Behaviour Lead. Children will be given a second chance to achieve the targets agreed after this review. Should the targets not be met at the end of a second two-week period, a formal meeting will be arranged (see below box). Please note, children who are on a behaviour plan will not be able to walk home alone for the duration of the plan. Stage 3 – Reduced Support – Following the successful end to a stage 2 plan, after the review meeting, children will move to a two-week reduced support plan to ensure positive behaviour choices continue. This will be monitored by the class teacher / behaviour team.
Formal Meeting	At this stage, a member of SLT, SENCO and the Behaviour Lead will meet with parents / carers to plan for next steps, including support from external agencies.

Zero Tolerance Behaviours	Behaviours which automatically result in SLT reflection: - Targeted sexist / racist / homophobic language - Extreme deliberate and destructive damage to school property - Deliberate physical assault to a pupil or adult - Bullying - Absconding from school site - Child on child sexual violence and sexual harassment A member of SLT will speak with the pupil and depending on the severity of the behaviours shown, the consequence may be an SLT reflection, a fixed term suspension or a permanent exclusion. SLT reflection's will be a minimum of half a day and after a conversation with a member of SLT, the reflection time will be spent with either a member of SLT or the Behaviour Lead
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Staged Approach Guidance		
Staff Member	Behaviour Examples	Actions Required
Class teacher / support staff	Low level behaviours (e.g. non-disruptive behaviours such as not joining in, day dreaming / talking / distracting others / shouting out / arguing with peers / rudeness / fussing with equipment / continual talking / refusal to follow instructions / disruption to learning / being unkind / being unsafe / rough play) Playground disagreements Alleged bullying	If a consequence is given the incident is recorded on CPOMS and parents / carers are made aware as the adult deems necessary.
Behaviour Team	Escalating behaviours (at 'reflection' stage of the staged approach) Verbal abuse Refusal to come inside after break times Leaving the classroom In-direct threatening behaviour Absconding within school grounds Upturning furniture	Reflection session Repair conversation facilitated Incidents recorded on CPOMS. Parent / carer informed.

Leadership Team	Targeted sexist / racist / homophobic language	SLT reflection /
	Extreme deliberate and destructive damage to school property	Suspension
Headteacher	Deliberate physical assault to a pupil or adult	Incidents actioned on CPOMS
	Bullying	Parent / carer informed
	Absconding from school site	
	Child on child abuse	