

CARNFORTH SCHOOL BEHAVIOUR POLICY 2025 - 26



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CHAIR SIGNATURE:	<i>Gill Ellis</i>	

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Roles and Responsibilities

The governing board has overall responsibility for:

Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.

- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- **It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner throughout the whole of the school at all times.**
- **Class teachers must have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability at all times.**
- **Class teachers are responsible for recording orange and red sanctions onto CPOMS and tracking grids for the children in their class. This will be monitored by the Pastoral Team.**
- **The class teacher must treat each child fairly and enforce the behaviour policy consistently. The teacher must treat all children in their class with respect and understanding.**
- **The class teacher should discuss the needs of a child with the Pastoral Support Team and liaise and work with the SENCO, SLT and Behaviour Support Services. They must follow the advice provided to support and guide the progress of each child.**
- **The class teacher should contact a parent if there are concerns about the behaviour or welfare of a child.**

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO
 - Pastoral Lead
 - Headteacher
 - Deputy Head Teacher

As authorised by the headteacher, sanctioning children who display poor levels of behaviour.

Parents are responsible for:

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate 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 concerns about their child's welfare or behaviour.

Supporting their child in adhering to the school rules and reinforcing this at home.

Informing the school of any changes in circumstances which may affect their child's behaviour.

If the school has to use reasonable actions to sanction a child, it expects parents to support these. If parents have any concern about the way that their child has been treated they should follow the school complaints policy. Initially this means they need to contact the class teacher who may refer them to the head of pastoral care.

Children are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Staff induction, development and support

- All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school.
- Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.
- The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.
- members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting child wellbeing will be supported to undertake any relevant training or qualifications.
- The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school community, whose values are built upon the British values of:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The behaviour policy is in line with the DFE Behaviour and Discipline guidance, January 2016 and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The school has 4 values to guide children's behaviour;

To enjoy and have fun in school we:

- Learn
- Show Care
- Respect
- Keep Safe

These guidelines were developed by the whole school. Staff and pupils worked together to discuss helpful and hurtful behaviours and how we could avoid the latter. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way, to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We treat all children fairly and apply this behaviour policy in a consistent way, it is vital that children understand these rules and that we apply them consistently. Children must be given clear warnings and reminded that they need to be responsible for their own choices and actions. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Behaviour Management

The Restorative Approach

At Carnforth School, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two or more children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

- ✓ **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- ✓ **What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
- ✓ **Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.
- ✓ **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
- ✓ **What do you think needs to happen next to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the zone boards to

consider how they can make appropriate amends with the high-expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Implementation of the Restorative Approach

At Carnforth School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage, our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Bucket Filler Pledge

At Carnforth we use the bucket filler pledge to reinforce kindness. Every day we try to fill people's bucket with kindness such as:

- Share something with them
- Let them over hear you saying something kind about them to someone else
- Use your manners
- Create ways to **include** them
- Think of something kind you can do for someone else and do it together
- Write a thank you note
- Tell someone you are proud of them, with a specific reason why
- Leave sticky notes for someone, with kind messages on them
- Listen when someone needs you to listen
- Tell someone you love, that you love them
- Smile
- Do something fun!

Friendship Ambassadors

From Year R – 6 two children have been voted to be friendship ambassadors and they will have training provided on organising and playing games during break and lunch times.

Peer Mentors

From Year 2 – 6 two children have been voted to be peer mentors and are the responsible for listening to any children who have worries and they can either facilitate restorative justice for low level issues or speak to an adult about these concerns.

Zone board

The school uses a zone board to support the school's behaviour policy and school guidelines. It also provides a visual representation of the behaviour choices being made by individuals and whole classes. In some circumstances a child with additional needs may have their own personal zone boards. Zone boards do not need to be transported round the school.

The zone board contains 5 coloured sections. At the start of both morning and afternoon sessions children's names are returned to Green if they were in Orange or Red before lunch time. A child may work their way up the ladder from orange/red to green but still has to do their 5/15 minute detention. It is an expectation that children should be in green or above because a child in green is following the school's rules and showing a positive learning attitude.

'It's good to be in green'

Children move up the zone board for both good behaviour and good effort. The two sections above green are silver and gold.

Active acts of kindness
Self-assured learners
Excellent attitude to learning
Impeccable conduct
Self-disciplined
Being a good role model by:
Being Proud of achievements
Enjoying the learning
Working hard to Achieve success
Respecting all adults and property
Being ready and prepared to do your best work at all times

Taking care of yourself, others and our school
Always being polite, helpful and co-operative
Being in the right place at the right time

Answering back
Shouting out
Refusing to do as you are told
Teasing others
Wasting time, not getting on with your work
Lying

Writing on objects and in places you shouldn't
(books, walls and doors)
Leaving the learning environment
Using bad language
Destroying property like displays and pupil's clothes
Climbing
Physically hurting someone
Stealing

Rewards

We praise and reward children for good behaviour in a variety of ways:

- **House points will be rewarded to children who make good choices in learning and behaviour. Order of colours and number of points**
 - 10Bronze 10Silver 20Gold 30Emerald 40Saffire 50Platinum 60Diamond
- **Certificates each week during our celebration assembly when children are rewarded for showing resilience and achievement. These are displayed on the board for everyone to see.**
- **Stickers and postcards for outstanding attitude to learning, acts of kindness, civility or helpfulness within the school and the local community.**
- **Good to be green wall – certificates handed out each half term for children who make consistently good choices without the need for red and orange reminders. A small prize will be issued.**

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

SANCTIONS

Good behaviour is an expectation at all times within our school however when required the school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

All children will receive a verbal reminder before a sanction is given. At a time where a child is making a poor choice, the child will be reminded of the school rules (displayed in each classroom) and asked to reflect on their behaviour, teachers will provide time for the child to think about their actions and to respond responsibly.

If a child then continues to display inappropriate behaviour then the child is moved down on the zone board.

Orange zone

A move to orange will result in a 5 minute break detention of lunchtime detention supervised by the class teacher. Once in orange, if the child's behaviour improves, the adult will move the child back to green. However if the child continues to display inappropriate behaviour the child will be moved to red.

Red zone

All red sanctions are recorded on CPOMS (see the roles and responsibilities of staff) and a move to red will result in a 15 minute detention supervised by the class teacher.

Children will immediately enter red if any of the following behaviours are shown:

- Writing on objects and in places they shouldn't
- Using bad language/Swearing/Sexual/Homophobic or Racial (parent/carer may be contacted if appropriate) these are also recorded on a log
- Leaving the learning environment
- Physical violence
- Purposeful Vandalism
- Climbing
- Stealing

Following repeated disruptive behaviour or 3 red sanctions in a half term parents will be contacted and will be expected to work in partnership with the school through a reporting system. This will be implemented for a fortnight. If poor behaviour choices escalate or continue, the child will receive a Report Card for a fortnight. This will allow all stakeholders to communicate effectively using written form. This will also be recorded on CPOMS. If the child's behaviour continues to escalate, a Pastoral Support Plan will be put in place. Parents, the child, the teacher and the Pastoral Lead of the school will carry-out fortnightly meetings to implement further strategies to support the behaviour.

At this stage the school is likely to seek support from Behavioural specialists and other agencies within Children's Services.

Where deemed necessary, the pupil will be moved to time out – the pastoral lead will determine the length of the period the pupil will spend in isolation, as well as any detention time.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

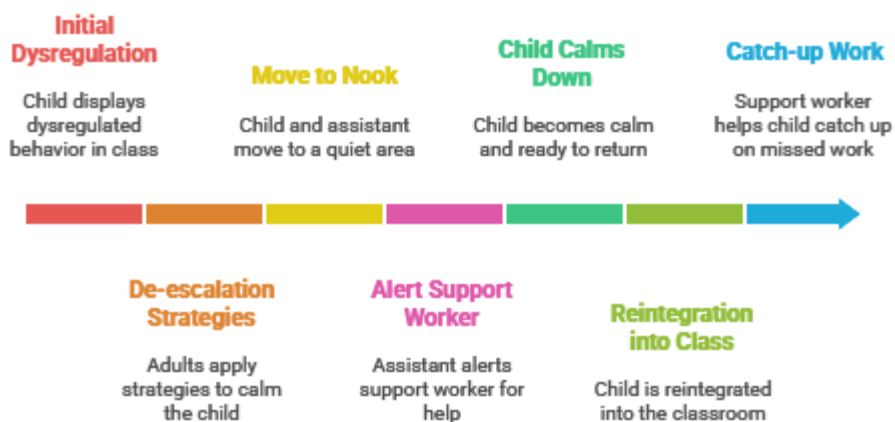
- **Appearing calm and using a modulated, low tone of voice**
- **Using simple, direct language.**
- **Avoiding being defensive, e.g. if comments or insults are directed at the staff member.**
- **Providing adequate personal space and not blocking a pupil's escape route.**
- **Showing open, accepting body language, e.g. not standing with their arms crossed.**
- **Reassuring the pupil and creating an outcome goal.**
- **Identifying any points of agreement to build a rapport.**
- **Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.**
- **Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".**
- **Change of face**
- **Name it, to tame it**
- **Bring it, bin it or bag it**

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Managing Dysregulated Behavior in Classroom



If a child is demonstrating, dysregulation, be this through low-level disruption or significant dysregulation, the following steps need to be followed.

1.

Context: Dysregulated behaviour shown

Person: Adults available within the class (with minimal disruption to the learning)

Action: Application of de-escalation strategies.

2.

Context: Dysregulation strategies did not have the desired effect. Further emotional regulation support needed

Person: 1:1 Support Assistant/ Teaching Assistant

Action: Adult and child move to the Nook to work alongside the PSE Regulation Support Worker. 1:1 Support Assistant/ Teaching Assistant remain with the child as they regulate.

3.

Context: Child continues to display dysregulated behaviours in class and refuses to leave the environment

Person: 1:1 Support Assistant/ Teaching Assistant

Action: 1:1 Support Assistant/ Teaching Assistant alerts PSE Regulation Support Worker using a Red Triangle. If the Regulation Support Worker is working with another child. 1:1 Support Assistant/ Teaching Assistant remains with the child and Regulation Support Worker goes to the dysregulated child in the class.

4.

Context: Child is now calm and ready to return to class.

Person: 1:1 Support Assistant/ Teaching Assistant and PSE Regulation Support Worker.

Action: 1:1 Support Assistant/ Teaching Assistant and PSE Regulation Support Worker re integrate the child back into class. Key strategies are shared and expectations given.

5.

Context: Work missed because of dysregulation.

Person: PSE Regulation Support Worker.

Action: PSE Regulation Support Worker to work alongside the child to support them with completing the work 12.15-12.30.

Physical Restraint

In line with the school's Positive Handling Policy, **trained members of staff** have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted and strategies put in place to support the child.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Time out

The school may decide to ask a pupil to move to a separate room or space away from other pupils for a limited period.

The school will only ask pupils to move out of the learning environment where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time out, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends out will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept out of their classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent out of class. There will be work to complete but tasks may also include restorative work, brain breaks and thrive activities if appropriate. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet and drink as required.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child on Child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

The school will follow the procedures outlined in the Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The Headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- **Start the year with clear sets of rules and routines that are understood by all pupils.**
- **Establish agreed rewards and positive reinforcements.**
- **Establish sanctions for misbehaviour.**
- **Establish clear responses for handling behavioural problems.**
- **Encourage respect and development of positive relationships.**
- **Make effective use of the physical space available.**
- **Have well-planned lessons with a range of activities to keep pupils stimulated.**

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- **Conduct themselves around the school premises in a safe, sensible and respectful manner.**
- **Arrive to lessons on time and fully prepared.**
- **Follow reasonable instructions given by staff.**
- **Behave in a reasonable and polite manner towards all staff and pupils.**
- **Show respect for the opinions and beliefs of others.**
- **Complete classwork as requested.**
- **Hand in homework at the time requested.**
- **Report unacceptable behaviour.**

- **Show respect for the school environment.**

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- **Seating those who frequently model poor behaviour closest to, and facing, the teacher.**
- **Seating those who frequently model poor behaviour away from each other.**
- **Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.**
- **Ensuring the teacher can move around the room so that behaviour can be monitored effectively.**

Bullying

Definition of Bullying: Carnforth School consider that bullying is repeated, deliberate behaviour, repeated over a period of time, which makes another person feel threatened, distressed, hurt or upset.

The school does not tolerate bullying – including cyber-bullying - of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to try to prevent any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Keeping Children Safe in Education 2024)

Underlying Principles: each bullying and prejudice related incident, holds unique and distinctive features, which need to be considered. Carnforth School's responses should be informed by the principles below if we are to challenge and counter prejudice related incidents and ensure the wellbeing and achievement of all our children.

- All children are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination.
- Prejudice related bullying could prevent children from learning and be a significant barrier to their achievement.
- Prejudice related bullying impacts on a child's social and emotional wellbeing.
- All staff, children, parents, carers and governors should be aware of the school's policy and procedures for dealing with prejudice related incidents.
- All allegations of prejudice related bullying should be taken seriously and investigated thoroughly.
- Carnforth School will keep parents, carers and children informed during an investigation and advise them of any action that is taken. This should be discussed sensitively with the child or young person beforehand.

Definition of Prejudice Related Incidents

- A racist incident is any incident which is perceived to be racist by the victim or any other person.
- A disability related incident is any incident which is perceived to be so by the victim or any other person.
- A homophobic related incident is any incident which is perceived to be homophobic by the victim or any other person. Furthermore, the victim does not have to be lesbian, gay or bisexual to experience homophobic bullying, but may be targeted because they are perceived to be gay, or because a member of their family is gay, for example.

At Carnforth School we strive to create an atmosphere in school where all members of the school community respect each other – ensuring that all are listened to, always. The school ensures that there is:

- Direct teaching of PSHCE (personal, social, health and citizenship education) Learning of life skills; themed National events - such as Anti-Bullying Week; and restorative, informal discussions take place throughout the day, where appropriate.
- Children feel valued, by means of teaching through the curriculum and displays show: recognition of achievement; rewards and celebrating our diversity.

- Through monitoring reviews, the School Council and regular child surveys, our children feel they have a voice and that their opinion matters.
- We ensure that consistent behaviour management and high-quality activities are available at playtimes and lunchtimes.
- We share information with parents and work closely with them when/if incidents of bullying /prejudice occur. All members of the school community follow this policy consistently.

If an incident(s) occur, Carnforth School will support both the victim and the perpetrator by various means. This will include:

Support for the victim:

- Time with an adult to help build self-esteem/peer support (Behaviour Specialist)
- Lunchtime staff are fully aware of the issues and can offer support.
- Regular home-school contact between parents and teachers.
- “Open-door” policy for parents with class teacher and senior leaders.
- Possible access to nurture group facilities.

Support for the perpetrator may include:

- 1:1 time with an adult to help build self-esteem and social skills. (Behaviour Specialist)
- Social skills group work, peer support.
- Lunchtime staff are fully aware of the issues and is able to rapidly intervene in any incident.
- Regular home-school contact between parents and teachers.
- “Open-door” policy for parents with class teacher and senior leaders.
- Pastoral support programme and the possible involvement of external agencies

Suspension and Permanent exclusions

A decision to exclude a child permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. The headteacher will consider whether the child should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

Although unacceptable behaviour does not necessarily mean a child has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child's behaviour.

· Where a child is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

· Where SEND is not identified, but the headteacher determines that support is still required for the child, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

If the headteacher permanently excludes a child, she/he informs the parents immediately, giving reasons for the 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 and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term. The governing body itself cannot either suspend a child or extend the suspension period made by the headteacher.

The headteacher must, without delay, notify the governing body and the local authority of:

- **any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the child)**
- **any suspension which would result in the child being suspended for a total of more than five school days (or more than ten lunchtimes) in a term and any suspension which would result in the child missing a public examination or national curriculum test.**

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling. For further information on suspension and permanent exclusions, please refer to the Trust's Exclusions Policy.

Behaviour outside of school premises

Children at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the child is dressed in school uniform.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only

impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Monitoring

- **The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on its effectiveness.**
- **The Pastoral team monitor and analyse all behaviour slips both rewards and sanctions.**
- **The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.**
- **It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.**

- **This policy needs to be considered in conjunction with the following policies:**
 - **Safeguarding**
 - **Anti-Bullying (including Cyber Bullying)**
 - **Positive Handling**
 - **Complaints Procedure**
 - **Exclusions**
 - **Online Safety**
 - **SEND**
 - **Child on Child Abuse Policy**
 - **Pastoral Handbook**