



CARNFORTH SCHOOL

BEHAVIOUR AND RELATIONSHIPS POLICY

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1. AIMS

This policy aims to:

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

2. 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 (2026) ['Keeping children safe in education 2026'](#)
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2026) ['Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'](#)
- Children's Wellbeing and Schools Act 2026
- Data (Use and Access) Act 2025

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Restrictive Interventions Policy
- Child-on-Child Policy
- Safeguarding and Child Protection Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Mobile Phone and Smart Watch Policy



3. ROLES AND RESPONSIBILITIES

The local governing committee 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 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 local governing committee and having any regard to guidance provided by the governing committee 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 concerns 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 local governing committee, 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 policy 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.
- All staff should understand that safeguarding and promoting the welfare of children is everyone's responsibility.
- All staff should be aware of the school's safeguarding systems, including Family Help processes, child protection procedures, attendance safeguarding arrangements and procedures for reporting child-on-child abuse.
- All staff should maintain an "it could happen here" approach to safeguarding concerns.
- Staff should be particularly alert to changes in behaviour, presentation or attendance in children who may be more vulnerable to abuse, neglect or exploitation, including children with SEND, children in need, looked after and previously looked after children, young carers and children experiencing adverse childhood experiences.
- 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.



Relationships with parents:

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

4. STAFF INDUCTION, DEVELOPMENT AND SUPPORT

- All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its values 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 operates in line with the DfE 'Behaviour in schools: Advice for headteachers and school staff' guidance (2022) and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs (SEN).

The school have 4 core values to guide children's behaviour:

- Proud to me
- Enjoy learning
- Achieve success
- Respect for the world

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 this and that we apply sanctions and rewards consistently. Children are encouraged to reflect on their behaviour choices, through the lens of emotional regulation, and reminded that they need to be responsible for their own choices and actions.

Behaviour and safeguarding are intrinsically linked. Behaviour concerns may indicate unmet safeguarding needs, abuse, neglect, exploitation, trauma, mental health difficulties, or extra-familial harm. Behaviour concerns may also indicate risks associated with Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), county lines activity, serious violence, radicalisation or other forms of extra-familial harm. Staff will remain vigilant to indicators of vulnerability and take appropriate safeguarding action where concerns arise.

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

5. EMOTIONAL REGULATION AND THE ROAD TO RECOVERY

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space



At Carnforth School, we recognise that behaviour is a form of communication. Children's ability to learn, make positive choices and maintain relationships is closely linked to their ability to understand and regulate their emotions.

To support this, we use the **Zones of Regulation** framework to help children identify how they are feeling, communicate their emotional state and select appropriate strategies to help them regulate.

We teach children that:

- All emotions are normal and acceptable.
- Everyone experiences different zones throughout the day.
- Being in the Blue, Yellow or Red Zone is not "bad".
- What matters is recognising our feelings and responding appropriately.
- Learning to self-regulate is a skill that develops over time with support and practice

When children experience difficulties with behaviour, our priority is to help them understand what they are feeling, identify what they need and develop strategies that enable them to return to a state where they can learn successfully.

Within the Early Years Foundation Stage, staff recognise that behaviour may reflect unmet developmental, communication, sensory, safeguarding or welfare needs. Behaviour concerns will be considered in the context of the child's stage of development and individual circumstances, with appropriate support implemented at the earliest opportunity.

6. EFFECTIVE CLASSROOM MANAGEMENT

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.

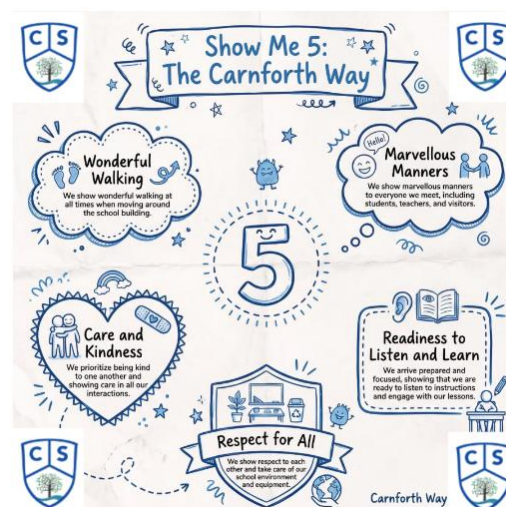
THE CARNFORTH WAY – VALUES AND ROUTINES

The Carnforth Way:

- We show wonderful walking around school.
- We show marvellous manners to all.
- We show care and kindness.
- We show readiness to listen and learn.
- We show respect; to each other and the environment.

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 values and routines and how to enforce them, including any sanctions for not following them.





Teachers support pupils to understand and follow classroom values and routines. Teachers inform pupils of classroom values and routines at the beginning of the academic year and revisit these daily.

Where appropriate, teachers explain the rationale behind the values and routines to help pupils understand why they are needed and will model values and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom values to ensure pupils are aware of the consequences that may be imposed. Importantly, teachers and senior leaders work with children to understand the root cause of their behaviour.

To support pupils' continued awareness and understanding of classroom values 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 values and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

SETTING THE BASELINE

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 values and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish consequences 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.

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.

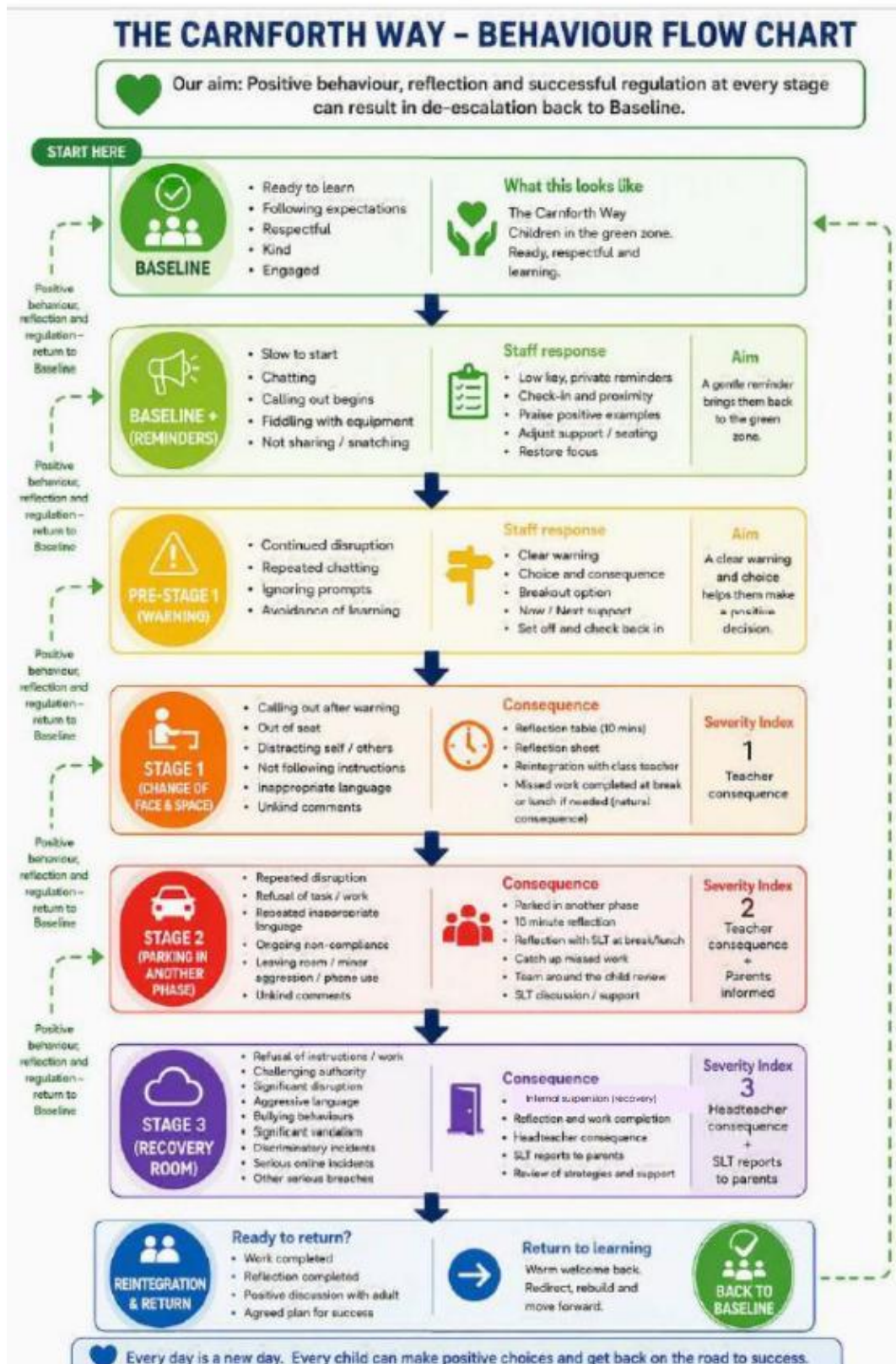
Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- 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.

7. CARNFORTH ROAD TO RECOVERY





Stage	What might it look like?	Strategies, support and procedure	Scripts	Severity Index
Baseline	The Carnforth Way We show wonderful walking around school. We show marvellous manners to all. We show care and kindness. We show readiness to listen and learn. We show respect; to each other and the environment. Children in the green zone.	• Organisation and timing. • Calm, purposeful classroom environment. • Slow starts. • Pupil check ins and meet/greet. • Clear routines. • Model and communicating expectations of behaviour. • Conclude day positively and start the day afresh. • Class profiles	"You can't do it... yet, but you are learning." "Learning is a journey." "Practice makes progress." "You can do hard things." "When things feel difficult, slow down, don't give up." "The only way to fail is to stop trying." "Courage is trying again when things are difficult." "Do the right thing, even when no one is watching." "We learn from mistakes and they help my brain grow." "You are working hard."	
Baseline + (Reminders)	• Slow to start to work. • Chatting to peers • Beginning to shout out. • Playing/fiddling with equipment • Not sharing. • Snatching toys.	Assume needs based, low key and private. • Stand nearby. • Praise others who are on track. • 1:1 check in to address understanding, pitch and challenge • Scaffold and support • Reminders of the 'Carnforth Way'. • Adjust seating • Ensure needs are met. • Calm tone • Restore focus • Natural consequences	"You're not in trouble. This is a chance to reset. Right now, I need you to show I know you can do that, and I'll be looking for it over the next few minutes." "I'd like to hear your idea. Right now, we're listening to someone else. Show me you can hold onto your thought and share it when it's your turn." "Learning can sometimes feel challenging at the beginning. Let's get started together. What's the first thing you can do?" "I need everyone focused so they can learn. Show me how you can help create a calm learning space." "I know this might not be your first choice. I believe you can make a positive decision. What's your next step?" "Mistakes help us learn what to do differently next time." "I know you can do this because I've seen you do it before." "You can reset and start again."	
Pre-stage 1 (Warning)	• Continuation of previous stage behaviours. • Repeated chatting despite expectation on quiet. • Beginning to ignore adults prompts and instructions. • Some avoidance of learning.	Choice and consequence in the short term... • Use of break out space in central area. • Use of now and next boards. • Clear, calm warning. • Still private. • Set off and check back in. • Reward once behaviour improves. Long term consequences... • Possible timetabled use of Nook to work.	"You've had a reminder. This is your warning. I need to see If it would help you to concentrate and focus, you can work in a breakout space. I know you can make a positive choice." "Let's pause for a moment. Your behaviour is making it difficult for learning to happen. I know this isn't the best version of you because I've seen you make positive choices before. You have two options: join us by focusing on your learning here, or work in the breakout space where you may find it easier to concentrate. Which choice is going to help you be successful?"	
Stage 1 (Change of face and space in classroom).	• Continuation of above. • Calling out after reminder. • Daydreaming/fiddling. • Getting out of seat. • Distracting themselves. • Not following instructions. • Slow to start work. • Inappropriate language. • Phone visible. • Unkind comments	• Reflection table (10 mins) with a change of face. • Focus on identifying behaviours that haven't followed the Carnforth way (complete the reflection sheet). • After 10 mins, child is reintegrated into learning after speaking to class teacher about their reflections (linked to emotional regulation). • Child supported by adult to return. • At the end of session, if work is not completed because of having that reflection time, work will need to be completed during break or lunch (natural consequence) with class teacher.	"You have had a warning but now you need to move to the reflection table to get onto the road to recovery." "Which behaviours have you shown that doesn't meet the Carnforth Way?" "Are you ready to return and focus?"	1 - teacher consequence.



Stage 2 (Change of face and space in another phase - parking).	- Repeated calling out - Distracting others - Repeating reminders needed to follow instructions. - Refuses parts of task. - Repeated inappropriate language after correction. - Refuses to comply. - Ongoing disruption. - Leaves room. - Missed sanctions. - Using phone. - Minor damage (vandalism) - Inappropriate online activity. - Unkind comments - Push/shove/ minor aggression. - Repeated unkind comments.	In the short term... - Children in parked with phases, e.g. EYFS, year ½, year ¾ and year 5/6. 10 minutes - Share reflections with a member of SLT during a reset intervention at break or lunch. Work will also need to be caught up on. Long term consequences... - Team around child (solution circles, team meetings). - Discussed at SLT - Motional profile	Script for when arrival: "Hello, [name]. This is a chance to reset and focus. Let's make these next few minutes successful and reflect on why you are here." If the Child Appears Upset: "You don't need to explain everything right now. Take a moment, get settled, and we'll focus on helping you be successful. When you are ready, we can reflect on why you are here." If the Child Wants to Talk About What Happened: "Thank you for sharing. Right now, our priority is helping you get back on track with your learning. Can you think about what you'll do differently when you return." Script for when a child leaves: "Thank you for using this time well. You seem ready to return and show the learning behaviour we expect. When you go back, what positive choice are you going to show your teacher?"	2 - teacher consequence. Teacher reports to parents.
Stage 3 (Recovery Room).	- Refuses instruction. - Refuses all work. - Challenges authority. - Significant disruption. - Refuses to return - Repeated failure to follow sanctions. - Refuses to handover phone. - Takes property - Significant damage (vandalism) - Online incident that impacts another pupil. - Abusive and aggressive language towards pupils and staff. - Possession of dangerous items bought into school. - Fire safety breach: equipment misuse. - Possession of substances. - One-off incident: racist incident; religious discrimination incident; disability related discrimination; homophobic incident; transphobic incident; sexist behaviour. - Child on child: targeted pattern of verbal bullying. - Child on child: physical intimidation (bullying) - Child on child: online targeting - Sexualised comments	In the short term... - Internal suspension in the Recovery Room(s). - Reflection and continuation of classroom work to be completed. Long term consequences... - Revisit team around child strategies. - Revisit complex needs strategies.	"Hello, [Name]. Please take a seat and get yourself settled. You're here today because the choices you made in class meant that learning could not continue successfully. This is an opportunity to reflect on those choices, complete the learning you've missed, and think about how you can be successful when you return to class." "While you're here, I expect you to work quietly, respectfully and independently. You will complete the work that has been set and a reflection task to help you think about what happened and what you will do differently next time. My role is to support you in making a positive reset." If the child is defensive... "I'm not asking you to argue about what happened right now. I'm asking you to reflect honestly on the choices that brought you here and focus on what you can do next." When isolation ends... "Thank you for completing your work and reflection. Everyone makes mistakes. What matters now is the choices you make next. When you return to class, your teachers will be happy to see <u>you</u> and they will be looking for you to demonstrate our expectations and make a positive fresh start."	3 - headteacher consequence. SLT reports to parents.



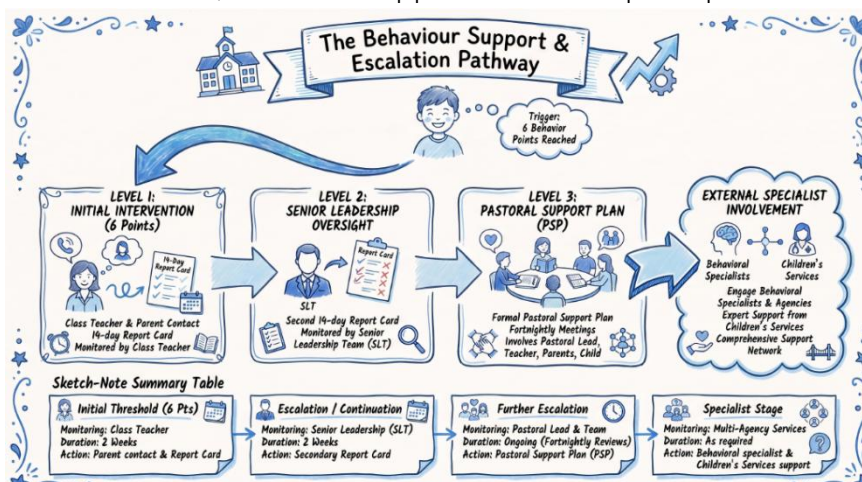
LUNCHTIMES

Stage	What might it look like?	Strategies, support and procedure	Scripts	Severity Index
Baseline	<u>The Carnforth Way</u> We show wonderful walking around school when inside. We show marvellous manners to all. We show care and kindness. We show readiness to listen and learn. We show respect; to each other and the environment. Children in the green zone.	• Pupil check ins and meet/greet. • Model and communicating expectations of behaviour and play. • Opal play. • Peer mentors	"How can we make this safer?" "What could we do differently?"	
Baseline + (Reminders)	• Low level arguments with peers. • Playing rough. • Not using equipment properly. • Not sharing. • Snatching toys.	Lunchtime supervisors use a range of behaviour management strategies to manage low level disruption and aim to get the child's behaviour back on track. • Stand nearby. • Engage in play. • Praise others showing good play behaviours. • Reminders of the 'Carnforth Way'. • Ensure needs are met. • Calm tone. • Natural consequences. • Restorative conversations.	"How can we make this safer?" "What could we do differently?" 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.	
Pre-stage 1 (Warning)	• Continuation of previous stage behaviours. • Beginning to ignore adults prompts and instructions.	<i>If the unwanted behaviour continues, a lunchtime supervisor speaks to the child and gives them a warning explaining that they have tried a range of strategies which the child has not responded to. The adult then explains that if the child continues, then they will have an outdoor reflection.</i> • Clear, calm warning. • Still private. • Check back in. • Reward once behaviour improves. Long term consequences... • Possible alternative lunchtime arrangements.	"You've had a reminder. This is your warning. I need to see I know you can make a positive choice." "Let's pause for a moment. Your behaviour is making it difficult for play to happen. I know this isn't the best version of you because I've seen you make positive choices before." 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.	
Stage 1 (Outdoor reflection).	• Continuation of above. • Not following instructions. • Inappropriate language. • Unkind comments	• After this final warning, if the child's behaviour is still not corrected, the child is taken by an adult to 'reflect' in a designated outdoor space, for up to ten minutes. • Child needs to be able to talk through how their behaviour has not met the Carnforth Way (using wigit mats). • The adult uses their own judgement for how long is needed for reflection. • The child is transitioned back into play by an adult.	"You have had a warning but now you need to move to the reflection area to get onto the road to recovery." "Which behaviours have you shown that doesn't meet the Carnforth Way?" "Are you ready to return and play?"	1 - teacher consequence.

Stage 2 (Parked in reset space).	- Continuation of above - Repeating reminders needed to follow instructions. - Repeated inappropriate language after correction. - Refuses to comply. - Ongoing disruption. - Missed sanctions. - Minor damage (vandalism) - Push/shove/ minor aggression. - Repeated unkind comments.	In the short term... - If a child still does not correct their behaviour following time in outdoor reflection, they are escorted by an adult to the reset space for a longer period of reflection. - Here, a member of the Senior Leadership Team manages a conversation with the child and gets them to reflect on their chosen behaviour and gets them to fill in a reflection sheet. - When the member of SLT thinks that the child is calm/happy/safe enough to return, they accompany them back to their classroom, where, again, the class teacher welcomes them back to their learning environment. Long term consequences... - Team around child (solution circles, team meetings). - Discussed at SLT - Motional profile - Natural consequences for the following day may need to be discussed and revisited the following day in the reset space.	Script for when arrival: "Hello, [name]. This is a chance to reset and focus. Let's make these next few minutes successful and reflect on why you are here." If the Child Appears Upset: "You don't need to explain everything right now. Take a moment, get settled, and we'll focus on helping you be successful. When you are ready, we can reflect on why you are here." If the Child Wants to Talk About What Happened: "Thank you for sharing. Right now, our priority is helping you get back on track. Can you think about what you'll do differently when you return?" Script for when a child leaves: "Thank you for using this time well. You seem ready to return and show the learning/playing behaviour we expect. When you go back, what positive choice are you going to show your teacher?"	2 - teacher consequence. Teacher reports to parents.
Stage 3 (Recovery Room).	Children can be sent to Recovery Room instantly during lunchtimes for the following reason: - Refuses instruction. - Challenges authority. - Significant disruption. - Repeated failure to follow sanctions. - Significant damage (vandalism) - Abusive and aggressive language towards pupils and staff. - Fire safety breach: equipment misuse. - One-off incident: racist incident; religious discrimination incident; disability related discrimination; homophobic incident; transphobic incident; sexist behaviour. - Child on child: targeted pattern of verbal bullying. - Child on child: physical intimidation (bullying) - Child on child: online targeting - Sexualised comments	In the short term... - Internal isolation in the Recovery Room(s). - Reflection and continuation of classroom work to be completed. Long term consequences... - Revisit team around child strategies. - Revisit complex needs strategies.	"Hello, [Name]. Please take a seat and get yourself settled. You're here today because the choices you made meant that [name] This is an opportunity to reflect on those choices, complete any learning you've missed, and think about how you can be successful when you return to class." "While you're here, I expect you to work quietly, respectfully and independently. You will complete the work that has been set and a reflection task to help you think about what happened and what you will do differently next time. My role is to support you in making a positive reset." If the child is defensive... "I'm not asking you to argue about what happened right now. I'm asking you to reflect honestly on the choices that brought you here and focus on what you can do next." When isolation ends... "Thank you for completing your reflection (and work?) Everyone makes mistakes. What matters now is the choices you make next. When you return to class, your teachers will be happy to see you and they will be looking for you to demonstrate our expectations and make a positive fresh start."	3 - headteacher consequence. SLT reports to parents.

BEHAVIOUR POINTS

- If children receive 6 behaviour points, then parents will be contacted by the class teachers. Parents will be expected to work in partnership with the school and children will receive a Report Card that is monitored by their class teacher. This will be implemented for a fortnight.
- If poor behaviour choices escalate or continue, the child will receive a further Report Card for a fortnight. This will be monitored by SLT.
- 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.





Behaviour	4 - Headteacher consequence	5 - Headteacher consequence
Calling Out		
Off Task Behaviour		
Classroom Disruption		
Failure to Follow Instructions		
Refusing to Engage		
Inappropriate Language (Non-Abusive)		
Defiance	Confrontational defiance	
Disruptive Behaviour	Prevents learning	
Leaving Learning Environment	Requires intervention	
Failure to Complete Sanctions	Persistent refusal	
Mobile Phone Misuse	Recording/sharing content	
Stealing	Repeated/high-value theft	Serious theft
Vandalism	Extensive damage	
Online Incident	Safeguarding concern	
Verbal Incident Against Pupils	Threats/abuse	
Verbal Incident Against Staff	Threatening language	
Physical Incident Against Pupils	Physical assault	Serious assault
Physical Incident Against Staff	Physical aggression	Serious assault
Dangerous Items Brought Into School	Intimidation	Weapon/serious threat
Fire Safety Breach	False alarm/interference	Risk to others
Leaving School Premises	Leaves site	High safeguarding risk
Substance Misuse	Use	Supply/distribution
Racist Incident		
Religious Discrimination Incident		
Disability Related Discrimination		
Homophobic Incident		
Transphobic Incident		
Sexist Behaviour		
Child on Child: Verbal Bullying	Sustained bullying	
Child on Child: Physical Bullying	Physical bullying	Serious assault
Child on Child: Online Bullying	Sustained campaign	Safeguarding risk
Child on Child: Racial Bullying	Targeted racial bullying	Severe harassment
Child on Child: Transphobic Bullying	Targeted transphobic bullying	Severe harassment
Child on Child: Disability Related Incident	Repeated targeting	Sustained bullying
Child on Child: Religious Discrimination	Repeated targeting	Sustained harassment
Child on Child: Coercive	Coercion/intimidation	Exploitation risk
Coercive Incident	Coercion/intimidation	Exploitation risk
Sexualised Language	Directed/repeated	Severe harassment
Sexual Harassment	Unwanted sexual behaviour	
Child on Child: Sexual Harassment	Unwanted sexual behaviour	Persistent/significant concern
Inappropriate Touching	Unwanted sexual contact	Serious safeguarding concern
Sharing Sexual Content	Showing/sharing content	Distribution/targeted sharing
Upskirting		Any confirmed incident
Sexual Assault Allegation		Immediate safeguarding referral

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.

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 child's age and level of understanding.

When working with children in the Early Years Foundation Stage, our focus is on the initial stages of the Restorative Approach. Staff working with these children 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 children's understanding and development of empathy.

This approach is also adapted for other children throughout the school. Children 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. Children 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 children involved to determine how best to implement this approach and who to involve.

BUCKET FILLER PLEDGE

At **Carnforth School** 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 overhear 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!

A weekly "bucket filler" certificate is awarded during class-based assemblies.

PEER MENTORS

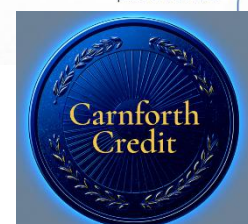
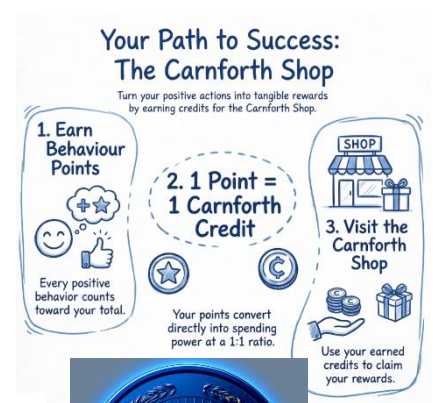
From Year 2 – 6 two children have been voted to be peer mentors and are the responsible for listening to any children who have worries and they can either facilitate restorative justice for low level issues or speak to an adult about these concerns.

REWARDS

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

- Behaviour points are awarded 1 point at a time for demonstrating "The Carnforth Way".
- 1 behaviour points is the equivalent of 1 Carnforth Credit.
- Pupils redeem Carnforth Credits for tangible rewards and privileges at the school shop.
- Certificates are awarded each week during our celebration assembly when children are rewarded for displaying one of our six learning superpowers:
 - Resilient Rex
 - Collaborative Cleo
 - Curiosity Cam
 - Risk-taking Rio
 - Thinking Theo
 - Communicator Coral

's Learning Superheroes





- In class assemblies, children are rewarded with 'Motional' and 'Bucker Filler' certificates.

As with praise, the school understands that providing rewards after certain behaviour means that children 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 children are fairly rewarded

8.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.
- Co-regulation strategies
- 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.
- 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.

9. COMPLEX NEEDS AND INCLUSION

Some children with complex needs, may need further access to:

- A sensory diet.
- Individualised 'motional' intervention.
- ELSA interventions.
- An alternative start to the day.
- Co-regulation in the snug.

To ensure that children receive the right support at the right time without confusing learning spaces with regulation spaces, Carnforth School maintains distinct roles for **The Snug**, **The Library**, and the **Sensory Room**.

	The Snug	The Library	Sensory Room
What am I?	Regulation - A safe space for co-regulation.	- Learning in a quieter space. - Meet and greets. - Intervention	Part of a sensory diet



When?	When a child is presenting as dysregulated.	- When a child is regulated but would benefit from doing their work in a quieter space. - First thing in the morning as a quieter space to welcome children in – a grounding space. - Pre-planned interventions (e.g. ELSA)	- Timetabled in for key identified children as part of their sensory diet. - For children to go after they
Strategies?	- Proprioceptive movement - Activities for co-regulation when calm, e.g. board games, breathing balls, fiddles, drawing - Sensory circuits? - Movement to sensory room?	- Therapeutic classroom approach - Clear surfaces and displays	
What aren't I?	A learning space, a breakout space, a play space.	A space for co-regulation, a play space.	A space for co-regulation, a play space, a breakout space, a learning space.

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.

10. SEXUAL ABUSE AND DISCRIMINATION

The school recognises that child-on-child abuse is a safeguarding issue and may occur inside or outside school, including online. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child on Child Policy.

The school adopts a contextual safeguarding approach and recognises that safeguarding concerns can arise within peer groups, families, online environments, community settings and wider social contexts. These wider influences will be considered when assessing and responding to behaviour and safeguarding concerns.



The school adopts a zero-tolerance approach to child-on-child abuse and will never dismiss harmful sexual behaviour, sexual harassment or sexual violence as "banter", "just having a laugh", "part of growing up" or similar.

The school will not tolerate misogyny, misandry, sexist language, gender-based harassment or harmful attitudes that normalise abuse or discrimination. Such behaviour will be addressed through both safeguarding and behaviour procedures where appropriate.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection 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.

Child-on-child abuse includes:

- bullying (including cyberbullying)
- prejudice-based and discriminatory bullying
- abuse in intimate personal relationships
- physical abuse
- serious violence
- sexual harassment
- sexual violence
- harmful sexual behaviour
- consensual and non-consensual sharing of nudes and semi-nudes, including AI-generated images
- upskirting
- initiation and hazing behaviours

The school recognises that nude or semi-nude images may be digitally manipulated or wholly generated through artificial intelligence (AI), including deepfake images. Such incidents will be treated as safeguarding concerns and managed in accordance with safeguarding procedures.

11. 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 children are instructed not to smoke on school grounds. Children 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 Safeguarding and Child Protection Policy.

12. PROHIBITED ITEMS, SEARCHING PUPILS AND CONFISCATION

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

- Knives or weapons



- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images, including digitally altered, AI-generated or deepfake sexual 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 Restrictive Interventions Policy.

13. BULLYING

DEFINITION OF BULLYING:

Carnforth School consider that bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may be prejudice-based, discriminatory or online in nature.

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 2026)

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

ONLINE BEHAVIOUR AND SAFETY

The school recognises that inappropriate online behaviour can have a significant impact upon children's safety and wellbeing.



The school will address online behaviour with the same seriousness as behaviour occurring face-to-face. Online risks include harmful content, harmful contact, harmful conduct and online commerce risks. Incidents involving online harassment, misogyny, misandry, hate-based abuse, sharing of images, AI-generated content and cyberbullying will be managed under safeguarding procedures.

14. MOBILE PHONES

Carnforth School supports the DfE expectation that schools should operate as mobile phone-free environments throughout the school day unless an agreed exception applies, as outlined in the Trust's Mobile Phone and Smart Watch Policy.

15. ESCALATION OF BEHAVIOUR

PHYSICAL RESTRAINT

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 – please refer to our Restrictive Intervention Policy for more information.

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.

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 suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an suspension.

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.

After all incidents of positive handling, the band and numbered book will be filled in by the involved adults.

INTERNAL SUSPENSION – RECOVERY ROOM

The school may decide to move pupils to a separate learning space away from other pupils for a limited period – this is known as Internal Suspension.

The school will only move pupils to the Recovery Room where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time in Internal Suspension, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in Internal Suspension 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 in Internal Suspension 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 in Internal Suspension. 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 as required.

SECLUSION

BPT schools will use Seclusion for supervised confinement of a pupil, away from others, in a space they are not free to leave, and it will only be used as a non-disciplinary safety measure when a pupil presents an immediate risk to themselves or others. BPT schools have a legal duty to record and report all incidents of seclusion to parents, ensuring transparency and supporting regular review of practice. Seclusion is distinct from disciplinary removal or internal suspension, which remain separate interventions, and its use must always align with our safeguarding responsibilities and current DfE behaviour guidance to ensure any restrictive intervention is necessary, proportionate, and carefully monitored. Please refer to our Restrictive Interventions Policy, including use reasonable force, for further information.

15. 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.

Suspension and exclusion will only be used where it is lawful, reasonable, proportionate and fair, and where other appropriate interventions have been considered.

The school will not use informal, unofficial or unlawful suspensions, including sending a child home to "cool off".

The headteacher will consider the impact of any special educational needs, disability, safeguarding concerns, mental health needs, bereavement, bullying or trauma before making suspension or exclusion decisions

The headteacher will consider whether the child should be suspended, in line with the Trust'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 local governing committee. The school informs the parents how to make any such appeal.



The headteacher informs the LA and the local governing committee about any permanent exclusion, and about any suspension beyond five days in any one term. The local governing committee itself cannot either suspend a child or extend the suspension period made by the headteacher.

The headteacher must, without delay, notify the local governing committee 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 local governing committee 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 suspensions and permanent exclusion, please refer to the Trust's Suspensions and Exclusion Policy.

MANAGED MOVES AND OFF-SITE DIRECTION

Prior to permanent exclusion, the school may consider alternative strategies including off-site direction, alternative provision placements, managed moves and multi-agency interventions where appropriate and in accordance with the Trust Suspensions and Exclusion Policy.

ALTERNATIVE PROVISION

Where a child attends alternative provision, the school remains responsible for safeguarding and welfare oversight. Alternative provision placements will be reviewed regularly to ensure that they remain suitable, safe and effective.

16. 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 Policy.

17. ATTENDANCE AND SAFEGUARDING

CHILDREN MISSING EDUCATION AND ATTENDANCE

The school recognises that persistent absence, severe absence, repeated removal from the classroom, part-time timetables, suspension, exclusion and children missing education can be indicators of safeguarding concerns.

Attendance concerns will be considered within safeguarding processes and may prompt referral to Family Help or Children's Social Care where appropriate.

18. MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the local governing committee on its effectiveness.

The Pastoral team monitor and analyse all behaviour incidents recorded on CPOMS both rewards and sanctions. Behaviour, suspension, exclusion, bullying, discriminatory incidents, child-on-child abuse concerns and safeguarding concerns will be recorded and monitored to identify trends, disproportionality and emerging safeguarding risks. Where appropriate, monitoring will consider protected characteristics and vulnerable groups to identify any disproportionate impact of behaviour measures and ensure that support and interventions are equitable and inclusive.

The Headteacher keeps a record of any child who is suspended, or who is permanently excluded.

It is the responsibility of the local governing committee 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 and Child Protection Policy
- Anti-Bullying (including Cyber Bullying)
- Restrictive Interventions
- Complaints Policy
- Suspensions and Exclusion Policy
- Online Safety
- SEND Policy
- Child on Child Policy
- Mobile Phone and Smart Watch Policy
- Pastoral Handbook

This policy will be approved **annually** by the local governing committee.