



**CARR JUNIOR
SCHOOL**

Aim High, Shine Bright



SCHOOL BEHAVIOUR POLICY

CARR JUNIOR SCHOOL

1.0 Philosophy / Principle

At Carr Junior School our motto of 'Aim High, Shine Bright' is underpinned by our vision:

To ensure our Carr Stars can AIM HIGH, by developing a life-long love of learning and SHINE BRIGHT, by nurturing and celebrating their unique personalities.

The Golden Threads of our curriculum are representative of our wider values:



It is important that every member of our community feels valued and respected, and that each person is treated fairly and well. We are a caring school community, whose values are built on mutual trust and respect for all. Our school behaviour policy is designed to support the way in which all members of the school can demonstrate a consistent approach in a nurturing environment, where everyone feels happy, safe and secure.

In addition, we aim to use this policy to support the DfE's advice for 'Promoting fundamental British values as part of SMSC (Social, Moral, Spiritual and Cultural Development) in schools' with particular reference to the values of respect and tolerance and an understanding that rules are in place to ensure well-being and safety.

1.1 Aims

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise pupil self-esteem.
- To promote clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose.

2.1 At school we:

- Recognise that all behaviour is communication.
- Encourage children to be responsible for their own behaviour.
- Inform parents about their children's behaviour.
- Recognise and reward individual children and groups or classes for behaving well.
- Ensure feedback is constructive and supportive.
- Encourage all children to fulfil their personal potential, regardless of other influencing factors such as background, ability or gender.

2.2 School rules

There are 3 school rules:

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

As children learn, mature and journey through school we expect children to follow the rules at all times. Children with SEND may also require support in adhering to our rules therefore teachers must always use their professional judgements in these circumstances.

2.3 Routines

Specific practices help to create a calm, safe, happy and welcoming environment for all. All members of the school community are encouraged to:

- Move around school calmly
- Line up in classes in order
- End break and lunch times calmly
- Attract whole class attention with non verbal strategies
- Use active listening strategies
- Show calm behaviour in assembly

2.4 Children's rights and responsibilities

Children's rights are:

- To learn
- Be respected and treated fairly
- Be listened to
- Be safe
- Have fun
- Make friends

Children's responsibilities are:

- To work to the best of their abilities and allow others to learn
- To understand and help define the rules of the school and classroom
- To follow instructions of all the school staff
- To respect others and treat them fairly
- To take care of school property and the environment

- Listen to and co-operate with other children and adults

2.5 Staff responsibilities

Staff responsibilities are:

- To cherish and prioritise relationships with children and their families.
- To consistently make clear the expectations for good behaviour referring to the school rules, class charters and our routines and 'Evergreen' expectations (See Behaviour Curriculum)
- To refer to school expectations every time we provide feedback or discipline and explain how a behaviour has / has not embodied these expectations
- To be a good role model demonstrating the behaviour we wish to see
- To recognise that each child is an individual with their own needs and respond appropriately
- To raise children's self-esteem and develop their full potential
- To provide a challenging, engaging and relevant curriculum
- To create a safe and stimulating environment both physically and emotionally
- To liaise with external agencies as necessary to support and guide the progress of the child

2.6 Parent responsibilities

Parent's responsibilities are:

- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To make children aware of appropriate behaviour in all situations
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To encourage independence and self-discipline

2.7 Rewards

As a school we believe that rewards are more successful in promoting good behaviour choices than sanctions are in preventing poor behaviour choices. This policy is based upon positive praise underpinned by a nurturing approach and recognises that all behaviour is communication. It promotes the idea that children are encouraged to make the correct choice as to how they behave, developing their own moral compass. Our reward system is set up to provide praise for positive behaviour choices.

This takes the form of verbal praise and positive feedback, class raffle tickets and prizes, 'Evergreen' stamps in planners, 'Evergreen' raffle and extra playtimes, 'Going for Gold' postcards, weekly VIP Learner awards / certificate, weekly Carr Character awards / certificate, sharing success with parents / carers.

- We make our expectations for good behaviour choices clear - referring to the school rules, class charters and our routines and 'Evergreen' expectations throughout each and every day

- We encourage children to take responsibility for their actions and behaviour and use a restorative approach to help resolve conflicts
- We discourage unsociable behaviour choices by promoting mutual respect and staying safe
- We praise good behaviour choices and effort both privately and publicly
- We adopt de-escalating practices to enhance children’s chances of getting out of difficult situations with dignity. (Appendix 1 - list of de-escalating strategies)

2.8 Sanctions

If a child’s behaviour choices are negative and go against the school rules, the following actions will be taken:

- The child will be reminded of the rules, routines and ‘Evergreen’ expectations and feedback will explain how the behaviour choice has not embodied these expectations.
- Any incident is discussed using emotional coaching techniques (used to support children in regulating their emotions) and a restorative approach (where specific questioning is used to help resolve an issue). (*Appendix 2a - Emotion Coaching*) (*Appendix 2b - Restorative Questioning*)
- We encourage the child to take responsibility for their behaviour choices, supporting them to repair harm and put things right.

Teachers and other school staff will employ a range of strategies to ensure classroom discipline as part of their daily teaching practice. However, if a child consistently chooses to break agreed rules after non-verbal reminders and verbal support has been offered, the following steps will apply:

Consequence:		Suggested Script
If a pupil displays Amber behaviour	A private verbal reminder is given and expectations of Evergreen behaviour are reiterated.	Name this is a verbal reminder to...
A second incident or continuation of the Amber behaviour	The child’s name will be moved to Amber on the class behaviour display. Encouragement given to get back to Evergreen. Teacher tries to spot Evergreen behaviour.	Name the instruction was to... You have chosen not to do this. Your name will be moved to Amber. You now have time to turn it around and get back to Evergreen or you will remain on Amber.
A third incident or continuation of the Amber behaviour	The child’s name stays on Amber. The teacher may choose to give the following sanction - lose 10 minutes of next break.	Name the instruction was to... You have chosen not to do this. You now have time to turn it around and get back to Evergreen or your name will be

	Encouragement given to get back to Evergreen. Teacher tries to spot Evergreen behaviour.	moved to Red.
A fourth incident or continuation of the Amber behaviour (behaviour concern emerging)	The child's name will be moved to Red on the class behaviour display. Spend next lunchtime completing a Red Reflection. Behaviour recorded on CPOMS (Safeguarding recording system) and parents / carers informed. Behaviour is monitored by SLT (Senior Leadership Team).	Name the instruction was to... You have chosen not to do this. Please go to Class Name at lunchtime to complete your Reflection. A staff member will discuss your Reflection sheet with you. Your parents will be informed.
Red behaviour (depending on circumstance and severity)	The child's name will be moved straight to Red on the class behaviour display. Spend next lunchtime completing a Red Reflection. Behaviour recorded on CPOMS and parents / carers informed. Behaviour is monitored by SLT.	Name you have chosen to... This is Red behaviour. Please go to Class Name at lunchtime to complete your Reflection. A staff member will discuss your Reflection sheet with you. Your parents will be informed.
Three Red behaviours in a half term (severe behaviour concern)	Parents / carers informed and invited in to meet with SLT. Plan put in place to improve behaviour. Referral to Learning Support Hub may be needed.	Name you have chosen to... This is Red behaviour. Please go to Class Name at lunchtime to complete your Reflection. A staff member will discuss your Reflection sheet with you. Your parents will be informed.
Parents / carers will be informally notified by the class teacher (ideally face to face discussion at the end of the school day, telephone call or via their planner), if their child's behaviour is becoming a concern. Dialogue and collaboration between school and home will always be sought to resolve issues.		

The progression of consequences outlined above is based on a daily sanction arrangement. If a child is subsequently involved in a negative incident the following day, they will be issued with a verbal warning. The steps to be followed thereafter are outlined above. However in some instances, the negative behaviour displayed may be judged by a teacher to be serious and require a step further up the consequence table or to involve SLT earlier.

2.9 Recording

CPOMS is used to record Red behaviour and log incidents of negative behaviour. In some individual cases, Individual Behaviour / Reward Charts are used to record behaviour choices and monitor behaviour over a period of a week.

3.0 Severe

This comes into effect when a child's behaviour *persistently* either:

- Disrupts the education of others.
- Exhibits behaviour that is unsafe for self and others.
- Causes physical injury / mental distress to others.
- Damages property.
- Verbally abuses others.

Parents will be involved straight away, hopefully, prior to the need for internal exclusion or fixed term suspension. This may involve intervention support and/or the creation of a personalised behaviour plan.

3.1 Around School / Playtimes / Lunchtimes

- Our school rules apply at all times and in all areas of school.
- All adults in school have a responsibility to ensure rules are followed in lessons, break times and lunch times, inside and outside. This also applies to our breakfast and after school clubs.
- Good routines will ensure that opportunities for lapses in behaviour will be kept to a minimum.
- No child should be left in an outside play area without supervision.
- Staff on duty deal with minor incidents as outlined in this policy and at their discretion.
- Emotion Coaching/Restorative Practice strategies are employed by all members of school staff.

At play time and lunch time the following procedures will be employed if a child breaks a school rule.

Play Time & Lunch Time Consequences Procedure:		Script
If a pupil breaks a rule	Redirection A visual cue to the child that you want them to make a good choice this could include: <ul style="list-style-type: none">• a visual point to what you expect A verbal reminder is given	Name this is a verbal warning to...If you choose not to do this you will be given an Amber 'time out' and you will join one of indoor lunch / playtime clubs.
A second incident	Verbally informed of their	Name the instruction was

	second warning. Given Amber 'time out' and asked to go inside to one of the lunch / playtime clubs until they have reflected / are calm enough to rejoin outside play.	to..... You have chosen not to do this. You now need to go inside to Class Name to spend some time reflecting on your choices.
A third incident after Amber 'time out' or more serious Red behaviour	Verbally informed of the third negative incident. Radio through to SLT to inform them that the child is on their way OR invite SLT to meet the child. Recorded on CPOMs.	Name the instruction was to..... You have chosen not to do this again. You will now spend some reflection time with a member of SLT.

3.2 Interventions to support behaviour

The school recognises that some children require specific interventions to meet their behaviour for learning needs and endeavours to accommodate these needs in the following ways:

- The Nurture Class is an inclusive, focused intervention which targets children with predominantly SEMH (Social, Emotional, Mental Health) needs and those with an EHCP (Education Health Care Plan). (Appendix 3 – Six Principles of Nurture). Children’s learning needs, together with their social and emotional barriers to learning are assessed using the Boxall Profile Assessment
- Lunch clubs (The Hive, Sensory Room, Common Room) are open to targeted children who find this transitional period difficult for a variety of reasons. The clubs are open to children from Year 3 to Year 6 and attendance to the club is reviewed regularly.
- ELSA (Emotional Literacy Support Assistants) work with targeted children is completed to promote emotional literacy and resilience by our team of ELSAs.
- The Wellbeing Service and Wellbeing in Mind Team provide targeted support to children and families after consultation with teachers and leaders.
- The Behaviour Lead, along with other Senior Leaders, is responsible for the implementation of the behaviour curriculum and monitoring the consistency of this around school.
- The Behaviour Lead completes regular check-ins with focus children to support the development of their learning behaviours.
- Key behaviours for learning are developed through wider opportunity experiences which encourage collaboration, build self-esteem and resilience.
- Class teachers may create individual behaviour charts for specific children with particular needs at any one time. The latter may involve a collaborative partnership between the home and school.
- For those children who are receiving regular support in school and who still present a challenge, a phone call home each week to discuss progress may be considered. Dialogue between parent/carers and school staff will involve discussing both the positive

and negative behaviour exhibited at school that week including next steps for development.

- For those children who struggle with school life for a consistent time, the school may seek support from the Learning Support Hub.

3.3 Positive Handling / Physical Intervention

Definitions of Positive Handling

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it at Carr Junior School:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

1. Physical contact

Situations in which proper physical contact occurs between staff and pupils, eg: in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

2. Physical intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

3. Physical control/restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded and stored in an accessible way.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

Authorised staff

At Carr Junior School all school staff are authorised to use reasonable force as set out within the DFE guidance below.

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Team Teach Training

At Carr Junior School there is a team of teachers and teaching assistants who are Team Teach trained and this training is regularly refreshed. No member of staff will be expected to undertake the use of reasonable force without appropriate training.

Physical techniques are not treated in isolation and staff are committed to ensuring that, as a result of incidents, learning opportunities are created for pupils that allow them to 'own' and take responsibility for their behaviour. In addition, procedures are also in place to ensure that appropriate support is provided for staff and that following an incident, pupil / staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a pupil's:

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context
- Also, they provide a gradual, graded system of responses.

Where appropriate, Positive Handling Plans can be put in place for individual children and where applicable, these will be designed through multi-professional collaboration. These should be revised with any risk assessments.

Recording

Where physical control or restraint has been used, a record of the incident will be kept. The Team Teach log must be filled in immediately. The Physical Intervention Report Form will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Headteacher. Parents / carers will always be informed on the same day that a physical intervention has been used. After the review of the incident, copies of the Physical Intervention Report Form will be filled in the pupil's file on CPOMs. A Health and Safety Accident/Incident Form will be completed in situations where injury has occurred to either members of staff or pupils. Where staff have been involved in an incident involving reasonable force they should have access to support.

Monitoring incidents

Whenever reasonable force has been used, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

Action after an incident

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour systems
- Child Protection Procedure (this may involve investigations by police and/or Social Services)
- Disciplinary Procedure
- School Behaviour Policy
- Suspensions / Exclusions

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he / she will be advised to seek advice from his / her professional association / union.

Complaints

Clarity about use of reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated through the school's Complaints Policy.

3.4 Exclusion

Exclusion from school is considered to be a very serious matter and will, usually, only happen when all other avenues have been explored. However, exclusion will be automatically considered when there is:

- Threatening, or verbally abusive, behaviour towards a member of staff, visiting adult or pupil.
- Racially abusive language or behaviour.
- Behaviour which causes significant physical harm to other children or staff.
- Significant damage has been made to school property either inside or out.
- Continued serious disregard for the school rules which impacts on their own and / or other pupil's ability to be safe and learn.
- Recurrent exiting from a classroom and a refusal to engage.

In the event of such behaviour, the Headteacher will make a decision based on evidence from staff, the child and any other witnesses, if appropriate. At this point, South Bank Trust, LA and DFE Guidelines, will be followed.

3.5 Equal Opportunities and Inclusion

All children are expected to behave appropriately and, therefore, will be dealt with according to the same standards and guidelines, regardless of gender, ethnic background or ability. However, it is clearly understood that some children will require an adaptation to the behaviour management strategies used, in order to accommodate their particular needs. In such circumstances liaison between Senior leaders, SENCO and class teacher to determine appropriate individualised procedures will take place. Procedure in these circumstances would be documented on CPOMs and shared with the wider teaching team where necessary. A variety of strategies, including incentives may be utilised in these individual circumstances.

3.6 Monitoring and Review

All staff will be consulted at the beginning of the year as to the ongoing relevance of this policy. Any changes and training requirements arising from this will be the responsibility of the headteacher and behaviour leader. The policy will be reviewed annually.

3.7 Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Appendix 1 - Six De-escalation Techniques For Managing Behaviour

Below are the six key de-escalation techniques for managing challenging behaviour at Carr Junior School.

- Be empathetic & non-judgemental

It is essential to approach the situation with empathy. Being non-judgemental allows people to feel safe, which has a calming effect on their behaviour. This will help build trust between you and the person displaying challenging behaviour, creating an atmosphere where they are more likely to respond positively.

- Calm verbal & body language

Your communication should be slow, clear, and deliberate in order to avoid any misinterpretations. Speak in an even tone of voice and maintain good eye contact. Be aware of your own body language; keep your arms open (not crossed as this may be perceived as confrontational), stand sideways on rather than face to face and smile when appropriate to show you are being friendly and supportive.

- Active listening

This involves actively engaging with what the other person is saying by focusing on their words and asking clarifying questions if needed. Doing so demonstrates that you are paying attention and that you understand their perspective on the situation which can help reduce any frustration or anger they may be feeling towards you or the situation itself.

- Allow personal space

Sometimes it may be necessary for someone who is displaying challenging behaviour to have some personal space until they have calmed down sufficiently. If someone feels threatened or unsafe then it could make matters worse when you try to intervene too quickly or forcefully. Allowing personal space respects their autonomy, whilst still providing supervised support for them.

- Use distraction techniques

Distraction techniques are useful to help redirect energy away from challenging behaviour and towards something more positive. For example, if a person is agitated try giving them a task such as drawing. Suggesting alternative activities such as going for a walk or playing games also helps divert attention away from any negative emotions.

- Setting boundaries & offering choices

Finally, it's important when managing challenging behaviour that boundaries are set clearly and we offer choices so that individuals feel valued and empowered within their environment for effective communication (eg: "We need to stay here until we figure this out but would you like another drink while we work on it?").

Appendix 2a - Emotion Coaching

Emotion Coaching ^{ap}

Steps 1 & 2 are vital and should not be rushed

a Recognise
Take a moment to recognise the child's feelings, recognising all emotions as natural and normal and not always within a child's control. Look for signs of the emotion being experienced beneath the behaviour.

STEP 01

b Empathise
Empathise with the child and sooth to calm: for example 'containing' the child's emotions (sharing, supporting and carrying), considering adult facial expressions and tone of voice and using soothing phrases that communicate empathy, e.g. 'you are ok', 'we can manage this together', 'I am here for you'.

a Name and normalise
Name and normalise the child's feelings. For example: 'you seem angry, that's ok', 'I wonder if you are feeling frustrated, that's normal'.

STEP 02

c Label
Help the child to label their own emotion if they are able to.

b Link emotions
Provide a link for the emotions if you can identify one, for example 'you seem angry, that's ok, I wonder if it is because Jonny took your toy'.

a Limits
Set limits on behaviour and remind the child what behaviours are not acceptable. For example 'it is not OK to grab when you want something'.

STEP 03

c Dignity
Retain the child's self-dignity so they can respond positively to support and retain positive emotional well-being. For example through empowering tone of voice and non-verbal cues communicating hope and belief in the child.

b Boundaries
Set the boundaries of behaviour and remind the child what behaviours are acceptable. For example by stating what is desired or required in the situation rather than what is not. E.g. 'we use kind hands when we play with others' (rather than "no hitting").

Problem solve when calm

a Explore
Explore the feelings underneath the incident.

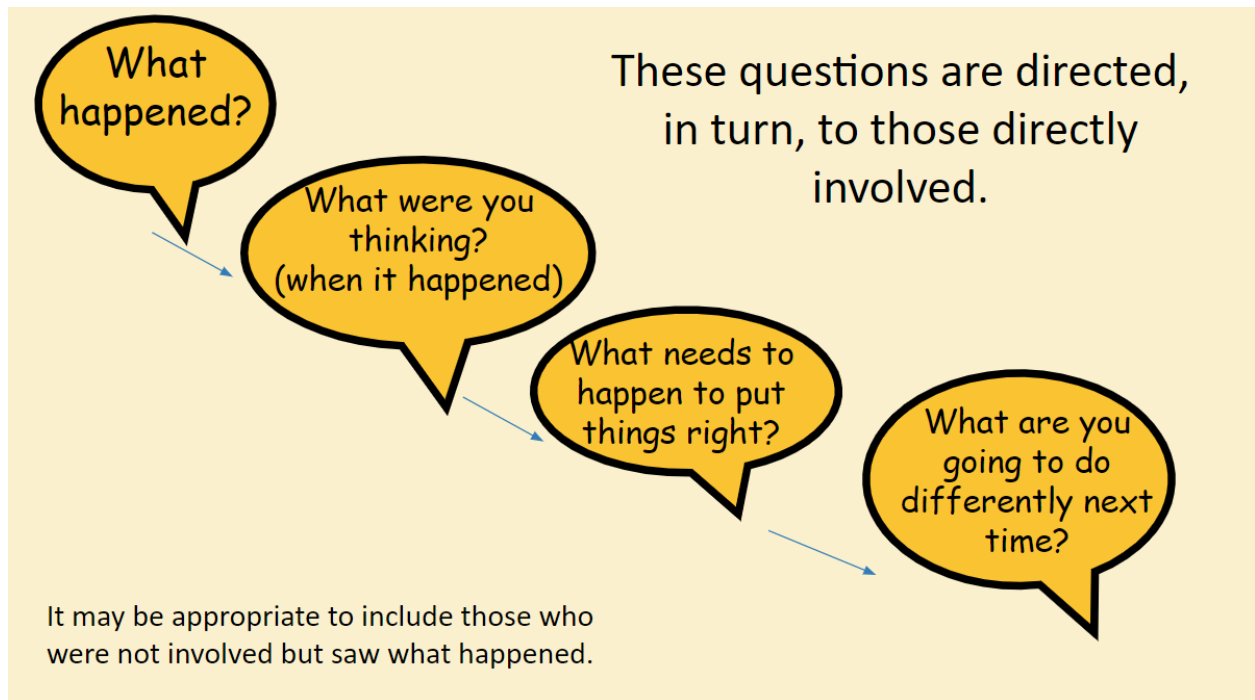
STEP 04

b Scaffold
Scaffold alternative ways to express the feelings with the child and discuss what else these would lead to. For example: 'I know it can be hard when you feel angry. Would it help if you practiced a breathing technique with me?' or 'Would it help if we went for a walk or I gave you a toy to fiddle with?'

c Empower
Empower the child to feel they can manage their emotions differently: they are not defined by their behaviour.

<https://www.appliedpsychologies.com/post/emotion-coaching-helping-children-to-regulate-their-emotions>

Appendix 2b - Restorative Questioning



Appendix 3 - Six Principles of Nurture



<https://www.nurtureuk.org/the-six-principles-of-nurture/>