The Carlton & Faceby and Bilsdale CE Federation

Behaviour Policy and Statement of Behaviour Principles

Adopted by	Governing Body
	Signed: _John Ford_ (Chair of Governors)
Date	January 2026
Review Date	January 2027

Positive Behaviour Management

We believe that positive behaviour management:
- Is value led
- Sets high expectations
- Establishes and maintains clear boundaries
- Rewards positive behaviour
- Uses reasonable consequences and restorative justice

Our Vision

At Carlton & Faceby and Bilsdale Schools we are KIND:

Kind and accepting
Independent learners
Never giving up
Determined to be our personal best

Under God's guidance, we teach children the importance of kindness towards others, tolerance and mutual respect. This empowers children to have the courage to achieve their personal best.

Psalm 145:17
'The Lord is righteous in all his ways and kind in all his works'
Luke 2:40
'And the child grew and became strong; he was filled with wisdom…'

We uphold our vision through the following 'Golden Rules':

- Be ready
- Be respectful
- Be safe

These rules are known and respected by the school community and are displayed in each classroom and throughout the school. They are taught in worship and throughout the PSHE programme and are revisited with the children at every opportunity.

Thrive and Circle Time

We are a THRIVE accredited school. We have a Thrive accredited practitioner to plan work for individuals and groups of children across the school to support their social and emotional wellbeing. Alongside individual support, we also use whole class THRIVE sessions to further support our Jigsaw PSHE curriculum. Class teachers use the results of Thrive whole class screenings to support objectives for PSHE and use Circle Times as a tool for promoting positive behaviour. PSHE lessons and Circle Times contain a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They also provide the class with an

opportunity to use a restorative approach to discuss inappropriate behaviour and plan ways to improve the situation.

Expectations and Roles

Role of the Senior Leadership Team (SLT)

It is the responsibility of the SLT to implement the school behaviour policy consistently throughout the School, and report to the Governors, when requested, on the effectiveness of the policy. The SLT set high expectations through consistently modelling the school's values and strive to ensure that all children work to the best of their ability. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children in the school. The SLT keep records of all reported serious incidents of misbehaviour including bullying and racism. The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the Governors have been notified and will only be used as a last resort.

The Role of Class Teachers

It is the responsibility of teachers to ensure that all children are aware of the expectations and understand their rights and responsibilities. Teachers set high expectations through consistently modelling the school's values and strive to ensure that all children work to the best of their ability. Class teachers will liaise with parents/carers if there are concerns about the behaviour or welfare of a child, after consultation with SLT. This will be carried out through regular communication, either face to face or via a phone call or email through the school office. Teachers consistently use the school behaviour policy to monitor and track the behaviour of the children in their class. Our teachers support children using Thrive techniques and restorative approaches to behaviour management. Each class teacher carries out a Thrive whole class screening three times a year to monitor the social, emotional and behavioural development of their children.

The Role of Teaching Assistants and other adults

TA's and other adults both implement and support the implementation of this policy in lessons, around the school and on the playground. They apply the same rules when at lunch or on the playground. They consistently model the school's values in and around the school. They ensure high expectations are made explicit to the children and monitor the safety and well-being of the children in their care. TA's support children using a restorative approach to behaviour management.

The Role of Parents and Carers

Parents have a vital role to play in their child's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of having strong links with parents and good communication between home and school. We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents or carers of children in the school will be reported to the Head teacher, who will take appropriate action.

<u>The Role of the Pupils</u>

We recognise that children have a right to learn and to feel safe. We regularly monitor this through pupil interviews, behaviour logs, pupil questionnaires, School Council and assessment data (including THRIVE assessment data). All pupils are expected to uphold the school's values and behave accordingly at all times. Any incidents of poor behaviour will be dealt with in line with this behaviour policy.

Celebrating Success

<u>Rewards</u>

All members of staff recognise, model and celebrate the school's values at all times around the school through informal and specific praise. Wherever possible, children's best efforts will be celebrated through praise, display and performance. We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children through written and verbal feedback.
- Teachers give children a variety of agreed in-class rewards e.g. stickers, house points.
- Every Friday children from each class are chosen to receive a Star of the Week certificate linked to our learning values.
- Stickers are given to children for following our school rules of 'Be Ready, Be Respectful, Be Safe'
- A Vision certificate is awarded to one child per class every Friday, linked to our values.
- A Kindness Award certificate is awarded to one child per class every Friday, linked to our behaviour values.
- Children who have consistently demonstrated Exemplary Gold level behaviour (linked to the Vision values) throughout the week receive 'Headteacher Hot Chocolate'.
- Each class will display a recognition board where examples of children displaying our school rules can be celebrated.
- Awards shared on weekly newsletters with all members of the school community.
- The house with the most points over the term will receive a 'house treat' the following term.

Consequences of inappropriate behaviour and poor choices

We recognise that there are, on occasion, times that mistakes can and will be made. Children are learning their way in the world and will need help and guidance at times. Our aim is to be proactive in supporting children to learn from mistakes and take ownership of their own choices. This may mean accepting consequences for these actions. We use a restorative approach to resolving and repairing conflict and tackling challenging behaviour. All consequences aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, the following stages will be introduced. Each day is a new day- every day will start afresh. All children are therefore on GREEN at the start of each day.

Yellow level behaviours

Yellow –Warning	
Disruptive Learning	- Not listening - Lack of focus/off task - Chatting/Calling out - Disturbing others - Interrupting - Wandering around classroom

Yellow level consequences

Yellow –Warning
- First warning-verbal   - Second warning-reminder of sanction   - Third warning-Time out with Class teacher at playtime or lunchtime   - Loss of privileges e.g. reward time, responsibilities.   ***Persistence of the behaviours above will result in orange level consequence***

Orange level behaviours

Orange –Time out	
Persistence of the behaviours above	
Disrespectful behaviour	- Refusal to do as asked - Not following instructions - Rudeness to peers and adults - Leaving the classroom
Anti-social behaviour	- Disregard for school property-on purpose or as result of poor behaviour - Play fighting-pushing, grabbing, spitting, pinching
Swearing	Inappropriate language

Orange level consequences

Orange –Time out
• Record in Pastoral Book, if appropriate
• Class teacher contact parents/carers, if appropriate
• Restorative work completed by appropriate member of staff
• On-going alternative provision organised for playtime/lunchtime, if required
• Loss of privileges and responsibilities
• SLT informed
Persistence of the behaviours above will result in red level consequence.

Red level behaviours

Red – Consequence
Persistence of the behaviours above
• *Physical* - Intentional physical assault to peers or adults-punching, kicking, fighting.
• *Targeted language* - Racism, homophobia
• *Stealing* - Stealing from others
• *Vandalism* - Vandalism towards property Intentional damage of property
• *Bullying* - Continuous verbal or physical taunting and threats
• Inappropriate use of technology
• *Swearing* - Extreme swearing

Red level consequences

Red – Consequence
• Record on behaviour log CPOMS
• Parents/carers contacted
• Serious incident form completed
• Loss of privileges e.g. responsibilities
• Restorative work completed by appropriate member of staff
• Internal exclusion
• SLT involvement
• Fixed term exclusion
• Permanent exclusion

There are some actions and choices children make that we have a complete Zero Tolerance policy for and these behaviours will not be accepted, such as; racism, homophobia, bullying, stealing, intentional physical assault and intentional vandalism. All RED level behaviours will be referred straight to the Headteacher.

Child on Child Abuse

Children and young people may be harmful to one another in a number of ways, which would be classified as child-on-child abuse. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up' (KCSiE). All forms of child-on-child abuse are categorised as RED level behaviours and will be referred straight to the SLT. There are many forms of abuse that may occur between peers and this list is not exhaustive:

Intentional physical abuse - Physical abuse may include, hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm to another person. We recognise that there may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently before considering the action or sanction to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.) – Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role-play, to sexually touching another or sexual assault/abuse. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards.

Bullying (physical, name-calling, homophobic etc.) – Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g., size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.
See Anti-Bullying Policy.

Cyber bullying – Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites to harass threaten or intimidate someone for the same reasons as stated above. Cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support, young people

may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting – Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having it in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated, as these are offences under the Sexual Offences Act 2003.

Prejudiced Behaviour – The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised. This is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Strategies to support behaviour management

Reflection
We believe that changing children's behaviour may need more than a consequence approach and we believe in restorative approaches. This is a way of challenging behaviour, which puts repairing harm done to relationships and people, over and above the need for assigning blame and dispensing additional sanctions. During reflections, children will have the opportunity to reflect on their behaviour, and discuss restorative approaches linked to the school's values.

Star analysis
A STAR analysis is a helpful way of assessing what happens before, during and after an episode of unacceptable behaviour.
- Where did incident occur?
- What happened just before the incident?
- What behaviour did the child display?
- What was the result for the child?
- How did the adult/s respond?
- How did other children respond?

A STAR analysis is used for any child that is persistently at odds with the school's values; this enables the school to analyse behavioural triggers and seek to reduce them. Records are stored securely in the class pastoral book.

<u>Thrive</u>

Those children who have been identified through our behaviour tracking and/or THRIVE assessments as needing additional support will be considered to attend THRIVE provision run by a trained THRIVE practitioner. This focuses on developing children's social and emotional development with the intention that they can build up their own strategies to use when their behaviour is anti-social.

Recording, Monitoring and Evaluating Behaviour

All relevant behaviour incidents and consequences are recorded in Pastoral Books and/or CPOMS to ensure records and patterns are accurately established and analysed. This data is analysed on a regular basis by the SLT. Any concern surrounding general behaviour and/or individual children is discussed in weekly SLT meetings to ensure a proactive approach to situations. Patterns of behaviour are analysed, monitored every term, and are used to inform current and future practise. It is the responsibility of the class teacher to record incidents appropriately.

SEND & behaviour

SEND is not considered an excuse for poor behaviour, however for children whom this staged approach is not appropriate, due to their particular Special Educational Needs or Disability, will have a personalised plan or behaviour plan detailing alternative approaches, rewards and techniques. We are aware of the effects of SEND, trauma and Adverse Childhood Experiences and these will be taken into account when promoting good behaviour, identifying unmet needs and using sanctions.

We recognise that inclusion does not mean that all children are treated in the same way; we support individual needs in consultation with the Parents / Carers, Class Teacher, Pastoral Lead, SENDCO and SLT. Where children are struggling to make the right behavioural choices or where a Special Educational Need or Disability has been identified, support may be offered from external agencies.

Safer Holding and Reasonable Force

All members of school staff have a legal power to use reasonable force (Use of reasonable force, DfE July 2013). According to DFE guidance:
Schools can use reasonable force to:
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot: use force as a punishment – **it is always unlawful to use force as a punishment.** (See revised guidance on 'Use of reasonable force DfE July 2013') Parents will always be informed about serious incidents that involve the use of safer holding

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others. At all times it must be the minimal force necessary to prevent injury. Only staff who have been appropriately trained will use physical intervention techniques. All incidents resulting in physical intervention being used are recorded. Parents will always be informed where physical intervention has been used as a last resort on their child.

The Behaviour System

Below the different 'levels' of both positive and negative behaviour are outlined.

Gold - Exemplary behaviours	
Consistently demonstrating and role modelling READY RESPECTFUL SAFE values in and around the school.	
Green – Expected and Exemplary behaviours	
Following our school vision and values and demonstrating 'Ready, Respectful, Safe'.	
Yellow –Warning	
Disruptive Learning	- Not listening - Lack of focus/off task - Chatting Calling out Interrupting - Disturbing others - Wandering around classroom
Orange –Time out Persistence of the behaviours above	
Disrespectful behaviour	- Refusal to do as asked - Not following instructions - Rudeness to peers and adults - Leaving the classroom
Anti-social behaviour	- Disregard for school property-on purpose or as result of poor behaviour - Play fighting-pushing, grabbing, spitting, pinching
Swearing	Inappropriate language

Red – Consequence Persistence of the behaviours above	
Physical	• Intentional physical assault to peers or adults punching, kicking, fighting.
Targeted language	• Racism • Homophobia
Stealing	• Stealing from others
Vandalism	• Vandalism towards property Intentional damage of property
Bullying	• Continuous verbal or physical taunting and threats • Inappropriate use of technology
Swearing	• Extreme swearing

The Carlton & Faceby and Bilsdale CE Federation
Statement of Behaviour Principles

- ➢ Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

- ➢ All pupils, staff and visitors are free from any form of discrimination

- ➢ Staff and volunteers set an excellent example to pupils at all times

- ➢ Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- ➢ The behaviour policy is understood by pupils and staff

- ➢ The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

- ➢ Pupils are helped to take responsibility for their actions

- ➢ Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

- ➢ The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.