



Cartmel CE Primary School

Behaviour Policy

2023/2024

The Governing Body adopted this policy on: September 2023

Approved by: R. Battersby

Review date: September 2024

Mission Statement

'Mighty Oaks from Little Acorns Grow'

We will do our best, be happy and honest, show respect and be friendly.

'Teach children how they should live, and they will remember it all their life.'

Proverbs 22:6 (Good News Version)

At Cartmel we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Mission Statement pays homage to our conviction that there is something potentially wonderful in every individual.

Background

In keeping with our school vision, *Let us consider how to stir up one another to love and good works*, we believe that everyone, each pupil and member of staff, has an important part to play in promoting high standards of behaviour.

In order to achieve this, we work to create a positive learning environment within the school, that ensures that our approach to behaviour management is positive, consistent, and understood by all staff, pupils and families.

All adults aim to be exemplary role models. All relationships are based on mutual **respect**, trust, openness, politeness and honesty.

The **well-being** of pupils and staff is very important to us as a school. Good behaviour results from and adds to a happy learning and working environment which in turn leads to good well-being for staff members.

Aims

This policy has been developed with the following aims in mind:

- to maintain, encourage and promote positive behaviour
- to specify what we regard as expected behaviour, taking into account our inclusive approach and the needs of individual pupils
- to offer guidance to new staff, new governors and families about our expectations including how we support pupils in managing their own behaviour to create a consistent approach throughout the school (involving pupils and families)
- to enable staff to act safely and with confidence
- to encourage risk-taking and independence
- to fulfil the requirements of section 88(2)(a) of the Education and Inspections Act 2006 which requires Governing Bodies to make and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour; and notify her if the Governing Body want the school's behaviour policy to include particular measures
- to fulfil the requirements of section 89 of the Education and Inspections Act 2006 which requires the Headteacher, amongst other things, to determine measures to be taken to promote self-discipline and regard for authority; encourage good behaviour and respect for others, preventing all forms of bullying; setting out the standard of behaviour that is acceptable

Governing Body's statement of general principles

The Governing Body has agreed the following general principles which the Headteacher should take into account when determining the measures to be taken to promote good behaviour at Cartmel:

- as a caring, inclusive, Christian school, we believe in using positive behaviour management strategies;
- pupils' **independence** should be encouraged to take responsibility for their own behaviour including developing self-awareness and **reflecting** on their own behaviour, considering for themselves whether they have made good choices;
- pupils should be praised when they make good choices and their successes should be celebrated (the way in which different children prefer to have their successes celebrated will vary);
- pupils should be encouraged to develop an appreciation of the benefits of consistently good behaviour, both for them and for the whole community;
- it is important for the success and **well-being** of all staff and pupils that everyone is treated with **respect**;
- everyone makes bad choices from time to time and forgiveness is important;

- where re-direction or a consequence for inappropriate behaviour is required, this should be proportionate to the age of the pupil and the nature of the behaviour, consistently applied and constructive;
- generally, all pupils should be treated in the same way regardless of their background or personal circumstances and the school's Behaviour Policy will meet the needs of the vast majority of pupils. However, for some individuals, a personalised behaviour plan might be necessary owing to the pupil's special or additional needs.

The Standard of Expected Behaviour (School Rules)

At Cartmel, staff, pupils and families have agreed the following School Rules:

- We will show respect to all adults and children
- We will listen carefully to the positive and constructive things others have to say (unless they're telling us to do something we know we shouldn't do)
- We will be gentle
- We will tell the truth
- We will work hard and try our best
- We will look after property including keeping the school tidy
- We will play in a kind way, letting others join in our games and making sure no one's left out
- We will use equipment and resources safely

At the beginning of each year and from time to time as needed, class teachers will discuss the School Rules with their class, encouraging pupils to think about what they mean to them, consider examples of what each rule might look like for them and agree as a class to follow the School Rules.

The Benefits of Positive Behaviour

A school community grounded in British and Christian values, including an ethos of mutual respect, is a happy and safe place to attend and work.

Our School Rules encourage pupils to:

- stay safe
- be reflective
- have internal discipline
- care for one another
- learn what positive behaviour means
- value friendship and collaboration
- develop a respect for others, regardless of their cultural background
- develop independence, self-confidence and resilience
- acquire a set of moral values
- have the opportunity to reach their full potential
- learn what behaviour is appropriate when representing the school
- prepare for the next stage in their life

Our School Rules enable staff to:

- feel happy and safe in their workplace
- teach effectively
- promote the emotional and mental well-being of pupils in their care
- meet the academic needs of all pupils
- make positive contact with all families
- develop personally and professionally

Our School Rules enable families to:

- feel confident that their children are growing spiritually, socially, personally and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their children’s progress in a positive and supportive atmosphere

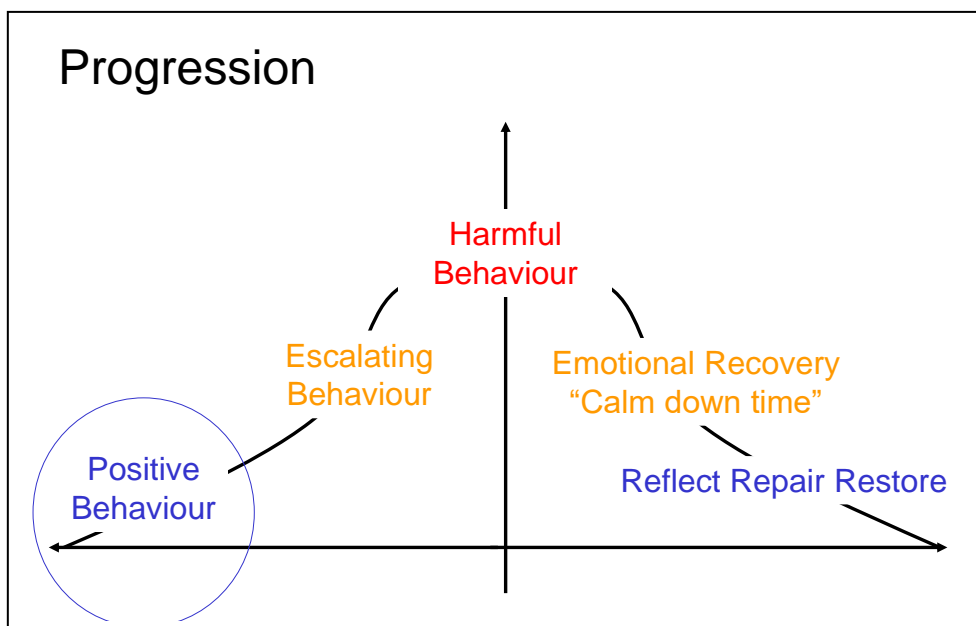
Cartmel’s approach to behaviour management – the progression

We believe that encouraging and acknowledging positive behaviour is a priority, both to support and reward pupils who are conforming to the School Rules and also to encourage others (see Celebrating Positive Behaviour below).

We recognise and respond quickly and consistently to behaviour which is not positive, (“escalating behaviour”) with a view to preventing harmful behaviour (see Responding to escalating and harmful behaviour below).

Harmful behaviour is therefore extremely rare at Cartmel. However, when it does occur, staff ensure that pupils are supported in reflecting on their behaviour and taking steps to repair and restore, once they are calm enough to do so.

A summary of our approach to behaviour management is set out in our Behaviour Code (Appendix 1).



Celebrating Positive Behaviour

Class Rewards:

Each class teacher may choose to reward the class on a weekly (or other) basis if the whole class have worked well as individuals or as a team. Class teachers are free to determine the nature of the reward depending on the age of the pupils and the behaviour exhibited.

Individual Rewards:

Level 1: “Catch them getting it right”. Staff should constantly look for opportunities to give specific praise to children when they are trying hard and conforming to the School Rules. Praise should be specific so that pupils are clear on what they have done well.

Level 2: For pupils who go the “extra mile”, a Team Point (marble) signifies that staff have noticed the special effort they have put in. In addition, a pupil could be offered to visit to the Headteacher to share an exceptional piece of work.

Level 3: In order to give pupils something to collectively strive for, a prize or reward will recognise the number of Team Points they have obtained as a class.

Dealing with escalating or harmful behaviour

Despite the work that is done to ensure positive behaviour from pupils, from time to time, children will forget our aims and values and may lack consideration for others. We also recognise that in the same way that **Positive Experiences create Positive Feelings and in turn lead to Positive Behaviour; Negative Experiences create Negative Feelings and in turn lead to Negative Behaviour.**

At Cartmel, we understand that whilst external discipline (such as loss of privileges) can **suppress** anti-social behaviour, in order to effect long term behavioural changes, developing internal discipline is necessary.

We believe that it is essential to have a consistent, open and transparent approach to re-directing escalating behaviour. All our responses to escalating behaviour aim to support our pupils in developing internal discipline.

We also believe it is essential to support the classmates of pupils whose behaviour is escalating to understand why any particular response has been used in the circumstances (for example, pupils need to understand that “ignoring” escalating behaviour doesn’t mean a pupils has “got away with it” but that it might be the most effective way of disempowering that behaviour.

Where behaviour is escalating, staff need to investigate and understand the underlying reasons for the behaviour exhibited (using the Roots and Fruits model, see Appendix 2) and provide support to deal with these underlying reasons.

Responses to escalating and harmful behaviour

Level 1 Redirection and support (Green): As a first step, all staff will re-direct pupils or give them additional support to get them back on track in line with Hertfordshire Steps best practice. Strategies include, being given “the teacher look”; attracting attention to the learning or to a positive role model; the use of positive phrasing*; being offered a limited choice*; a positive reminder of the School Rules; an offer to make positive behaviour easier such as moving places in the classroom, working with a different group, or the use of a concentration station; or a movement break, sensory break or concentration break (such as being asked to do a “job” or being allowed a brief walk out of the classroom); providing a physical resource such as a fiddle toy to aid concentration.

*See Appendix 3

Level 2 Consequence: Time out (cool down)/Learning based time-in (with an adult); reflection and/or catching up (Amber) – Usually the range of responses available at Level 1 will re-direct escalating behaviour. However, where these are not sufficient, a time-out or a learning-based time-in might be appropriate (e.g. to watch a role model or speak to an adult). There may also be some catching up to do where pupils have missed out on valuable learning time while their behaviour was not positive. At Level 2, there is always an age-appropriate discussion with the adult who triggered the Level 2 consequence, ensuring the pupil understands why their behaviour was not positive; how to remedy this going forward and whether any reconciliatory action with any “victim” of the Level 2 behaviour is required. Incidents and follow up actions at Level 2 will be shared with relevant colleagues.

Level 3 Consequence (Red): If over the course of the period (am/pm/lunchtime) responses at Level 2 are not sufficient to redirect behaviour, or where behaviour in any given session is very difficult, a member of the Senior Leadership Team will be consulted to agree appropriate consequences for the behaviour, taking into account Christian Values of any behaviour exhibited on this occasion, the seriousness of the behaviour and any history of

similar behaviours. Consequences at Level 3 should help the pupil to reflect on their behaviour and why it is not acceptable and include a plan to support the pupil in changing his or her behaviour. Consequences should match the action. There are resources available to support staff in this exercise on the Teachers Shared drive (e.g. comic strip conversation strips, social stories, suggested scripts for “repair” conversations). The behaviour and consequences work will be discussed with the pupil’s family and recorded on the pupil’s record on our Information Management system, as well as sharing information with relevant colleagues.

In many instances, the consequences work will not take place immediately following the behaviour at Level 3 – the pupil needs to be calm, the consequence work might need to be planned by the person delivering it (research or consultation might be needed to find the consequence with the best chance of being successful) and the person delivering the consequence work will need to have an available slot in which to work with the pupil.

Level 4 Individualised Support: For pupils whose needs are exceptional and in respect of whom responses at Levels 1-3 are not sufficient, or for some pupils with Special Educational Needs or additional needs a meeting between members of staff regularly working with that pupil, the pupil’s family and a senior leader will be required to agree an alternative approach to behaviour management. Intensive support either within school or with the involvement of external agencies will be considered. An age-appropriate individual plan may be appropriate outlining a differentiated timetable and curriculum; strategies needed to ensure consistency for this pupil and support their behaviour; and a risk assessment to ensure that the pupil themselves, other pupils and staff are safe.

Beyond Level 4

At Cartmel, our commitment to inclusive practice and supporting pupils as individuals including differentiating the curriculum for them and making reasonable adjustments to support their behaviour means that a response at one of the Levels outlined above is almost always sufficient to support our pupils without risking harm to either themselves or another member of the school community (harm to pupils or staff or harm to the education of other pupils).

However, because we have a responsibility to keep all members of the school community including pupils, staff and visitors safe and to ensure that the learning of our pupils is not disrupted, unfortunately there will be, in a very small minority of cases, a requirement to employ one of the following strategies which are only ever used as a last resort.

1. Fixed Term Exclusion

In very rare cases, it may be necessary to temporarily exclude a pupil for a fixed period of time (subject to a limit of 45 days in any one school year). On return, there will be a return to school meeting with the child and family.

A fixed term exclusion may be appropriate in response to a very serious breach of the school rules; or where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

2. Permanent Exclusion

Only ever in an extreme situation would a child be permanently excluded. This is a last resort and only considered after all other possible avenues of support have been explored. In such circumstances the local education authority procedures will be followed.

Use of Physical Intervention at Cartmel

There are regular occasions when staff will have cause to have physical contact with pupils and this is an important part of school life, for example:

- to comfort a pupil in distress or congratulate or praise a pupil (supportive arm around back; arm or back stroke; or “high 5”);
- to guide or steer a pupil (offering an arm or open mitten guiding);
- for curricular reasons (for example in PE or drama to correct arm or hand positioning);
- to administer First aid and medical treatment; or
- intimate care, where agreed between school and the pupil’s family.

At Cartmel, we understand that the relationships we have with our pupils are transient and that it is important for pupils to distinguish between the relationships they have with their family and the professional relationships enjoyed with school staff.

Staff will ensure that pupils are comfortable with any physical contact by explaining what they are going to do in the case of administering first aid or correcting arm or hand positioning for example. We recognise that some pupils do not like any physical contact such as a back stroke or a high 5. Staff never praise a pupil with physical contact who finds it uncomfortable.

Physical contact is never used as a punishment; it is never used to force compliance with instructions and should never hurt.

At Cartmel, we do not believe in using physical interventions which overpower children (including picking up children who can walk unaided). Physical interventions which overpower a pupil are known as **restrictive physical intervention**.

Restrictive physical intervention will only be used at Cartmel in two situations:

1. **Positive Handling Plan:** where a named pupil is considered likely to need restrictive physical intervention, a plan will be drawn up with the pupil’s family in consultation with experts detailing likely risks, strategies for avoiding them, successful de-escalation strategies for that pupil and the point at which restrictive physical intervention may be used. Staff working with that pupil will receive bespoke training in how to avoid restrictive physical intervention being necessary and what to do if restrictive physical intervention is unavoidable.
2. **Unforeseeable Emergency:** in the event of an unforeseeable emergency such as a person wielding a weapon or pupil attempting self-harm, or the harm of another pupil in unforeseeable circumstances, staff may feel they have no option other than to use overpowering force to save one or more pupils from serious injury.

If overpowering force is needed, in the best interests of the pupil who is being restrained, staff will ensure that the force it is reasonable, proportionate and necessary. The intervention should use the minimum amount of force necessary and last for the shortest amount of time possible.

Staff will never use force which results in:

- A negative impact on the process of breathing (e.g. basket hold)
- Pain as a direct result of the technique
- A sense of violation

Recording of responses to behaviour

Staff should document:

- Any Level 3 consequence work undertaken, using the school’s management system
- Allegations of Bullying (in line with the Anti-Bullying Policy)
- Any racial incidents (in line with the school’s Racial Harassment Policy.)

Monitoring

All teaching staff are responsible for monitoring the behaviour in their class and all staff in the school as a whole. The Headteacher reviews behaviour records on a termly basis as part of the Pupil Progress and Provision Mapping process. A termly report is made by the Headteacher to the Governing Body. The governing body are responsible for monitoring the effectiveness of this policy and will review it every year.

Appendices:

1. Behaviour Code
2. Negative/positive tracking sheet
3. Positive and negative phrasing

Cartmel C of E (VC) Primary School

'Teach children how they should live, and they will remember it all their life.'

Proverbs 22:6 (Good News Version)

Behaviour Code, Key Stages 1 & 2

Class teachers may also choose to reward the entire class if they have worked hard collectively or have shown good team work

Level 4

Individualised Support

Actions to make things better

Incident logged and meeting with family

- ❖ More than 3 incidents at Level 3 in a half term
- ❖ Hurting another person deliberately and seriously
- ❖ Deliberately causing damage to property
- ❖ Behaving in way that is extremely upsetting or offensive

Level 3

(Red) Consequence time with a senior leader

Actions to make things better

Incident logged and family notified

- ❖ More than 3 incidents at Level 2 in a week
- ❖ Using offensive language
- ❖ Continuing to disturb learning
- ❖ Being very rude
- ❖ Hurting someone on purpose
- ❖ Deliberately damaging property

Level 2

(Amber) Time in/out with learning consequence

Actions to make things better

- ❖ Continuing after a Formal Warning
- ❖ Stopping other children learning
- ❖ Using equipment in a dangerous or inappropriate way
- ❖ Using inappropriate language

Level 1

(Green)

Redirection and support

- ❖ Being unkind
- ❖ Failing to follow our School Rules
- ❖ Answering back
- ❖ Calling out
- ❖ Making inappropriate noises
- ❖ Pushing in



Team point jar full

Level 3

- ❖ Rewards include a class treat: party, own clothes day; iPad time; bring a toy to school

Team point (marble); sharing work with Headteacher

Level 2

- ❖ Trying exceptionally hard or trying hard for a long period
- ❖ Going the extra mile to be helpful
- ❖ Putting the needs of others first



Specific Praise; Team Point (marble)

Level 1

- ❖ Trying hard
- ❖ Being a kind friend
- ❖ Living out our values

Cartmel C of E (VC) Primary School

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Proverbs 22:6 (Good News Version)

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous behaviours

Pro-social / positive behaviours

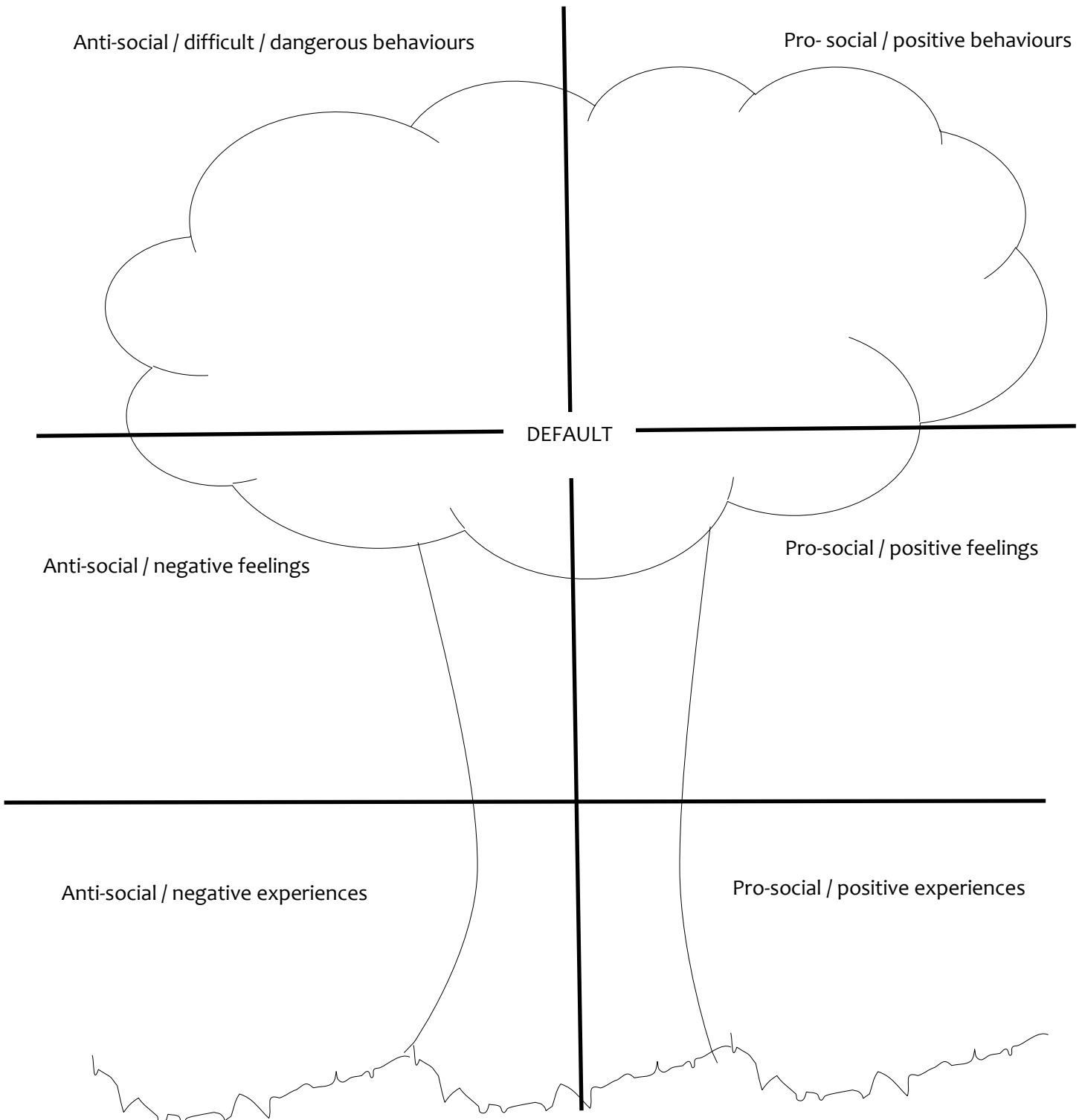
DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences



<p>Negative Phrasing</p> <ul style="list-style-type: none"> ➤ Stop being silly ➤ Be good ➤ Don't throw the pen ➤ Stop running ➤ Don't talk to me like that ➤ Calm down <p>No choice (making demands)</p> <ul style="list-style-type: none"> ➤ Get in here now! ➤ Get out! ➤ Do as you are told! <p>Give it to me now!</p>	<p>Positive phrasing</p> <ul style="list-style-type: none"> ➤ Stand next to me ➤ Put the pen on the table ➤ Walk in the corridor ➤ Walk with me to ... ➤ Stay seated in your chair ➤ <i>Please/thank you</i>
<p>Open choice</p> <ul style="list-style-type: none"> ➤ What do you want to do? ➤ Would you like to go inside? 	<p>Limited choice</p> <ul style="list-style-type: none"> ➤ Where shall we talk, here or in the library? ➤ Put the pen on the table or in the box ➤ Are you going to sit on your own or with the group? ➤ Are you starting your work with the words or a picture?
<p>Empowering the behaviour</p> <ul style="list-style-type: none"> ➤ Come back here, now ➤ You are not allowed in there ➤ Get down from there ➤ Don't you dare swear at me ➤ I will let you use the computer if ... 	<p>Disempowering the behaviour</p> <ul style="list-style-type: none"> ➤ You can listen from there ➤ Come and find me when you come back ➤ Come back into the room when you are ready