CARTERTON PRIMARY SCHOOL

Behaviour & Relationships for Learning Policy

Policy has been adopted/reviewed by Local Governing Body: 19th October 2026

Date policy due for next review: October 2027

Carterton Primary School Behaviour & Relationships for Learning Policy

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 out requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies shall publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

A consistent behaviour policy provides security for children and enhances the self-esteem of everyone in the school, thus increasing the equal opportunities for personal development and effective learning. Staff will always be explicit about the school's expectations of behaviour.

Our school vision

At Carterton Primary School we provide an education that allows all our children to reach their full potential and flourish academically, physically, socially and emotionally, so they leave us as caring, confident members of society with a lifelong love of learning. The values which drive our curriculum are: Respect, Aspiration, Determination.

Purpose and scope

This policy sets out a whole-school approach to creating a calm, safe, inclusive and respectful environment in which all pupils can learn and flourish. It applies to all pupils, staff and adults acting on behalf of the school, including during school activities and, where appropriate, behaviour beyond the school gate. Expectations are taught explicitly, reinforced consistently and applied fairly, with reasonable adjustments made where required for pupils with SEND or other additional needs.

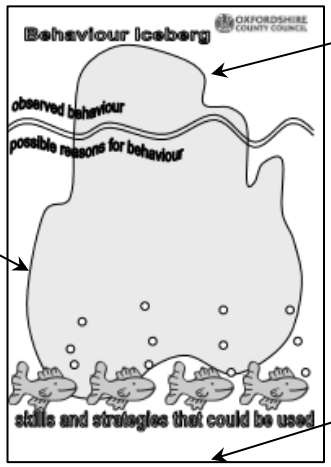
We believe our school vision will best be achieved through a partnership between staff, children, parents and carers.

Our approach to behaviour management

We aim to provide clear boundaries and to have a firm, fair and consistent approach. This is done by teaching children in a positive way to communicate effectively, listen attentively, express their feelings, to be sensitive towards the feelings of others, manage anger and stress in acceptable ways, solve problems, develop self-awareness and self-esteem and have reasonable expectations of themselves and others.

Children's behaviour stems from their feelings, so therefore we need to understand the reasons for their behaviour in order to support them. The Behaviour Iceberg is a useful way to think about this:

Possible reasons for the behaviour - The child may be thinking or feeling:
Am I safe? Am I loved? Can I do things for myself? Am I capable? Am I nourished? Do I have power? Do I Belong? Am I respected? Am I secure? Am I included? Am I understood? Do I matter? Are my thought valued? Feeling confused. Feeling loved. Feeling satisfied. Feeling detached. Feeling secure. Feeling sad. Feeling angry. Feeling joyful.

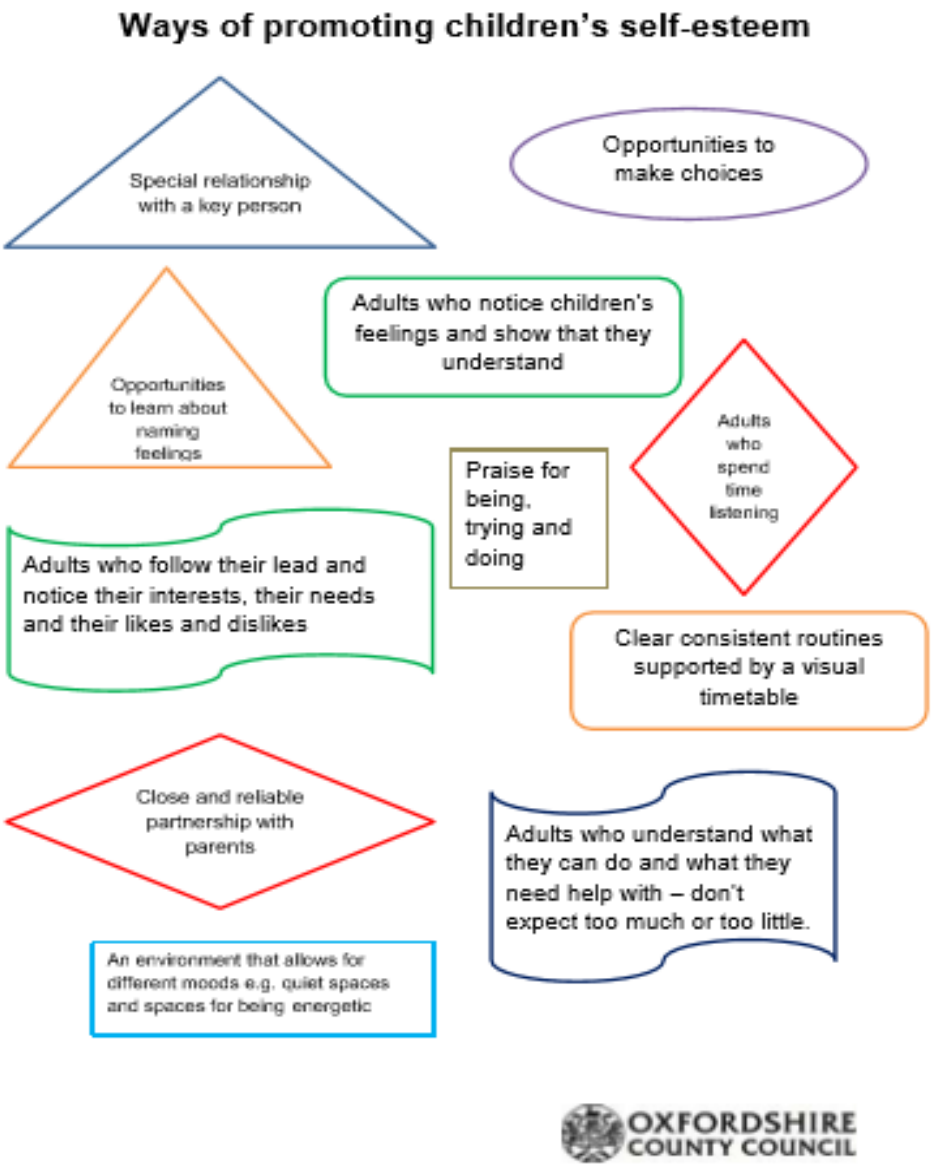


Observed Behaviour –
This is what we actually see, e.g. refusal to follow instructions, aggression, etc.

Skills and Strategies that could be used:
How we support the child – labelling feelings, support turn taking, model positive interactions with other, praise, liaise with parents, 1:1 time, small group work

Children cannot be made to behave by being made to feel less good about themselves.
We know that children appreciate routines and positive expectations and the help of adults to help resolve situations.

Physical intervention should only be used to prevent injury to another child, adult or the child themselves.
We aim to develop children's self-control as they learn appropriate levels of behaviour, increase their self-esteem, and help them manage their emotions.



Our School Values and Expectations:

At Carterton Primary School, our three values, Respect, Determination and Aspiration, help ensure that our school is a safe, inclusive and purposeful place to learn.

These values underpin our learning behaviours and flow through our curriculum. They identify us as a team and unite us in a shared vision.

<u>Praise, Encouragement and Reward</u>

Positive recognition is central to our approach. We notice, describe and celebrate behaviour that reflects our school values, positive attitudes to learning and consideration for others.

Individual rewards

- Rewards can be given verbally on a one to one basis.
- Pointing out good work or behaviour.
- Certificates in assembly
- Smile/nod/thumbs up/saying well done.
- Comments written in workbooks.
- Showing good work to the class or other teachers.
- Showing work to the Head or Assistant Head teacher.
- Special mention to parents.

- Stickers.

Tips for using praise:	Examples
Make sure that praise is sincere, genuine and specific	"I enjoy sharing stories with you"
Praise at the time of the action is most likely to be more effective than if it is left until later.	"You are making a very good job of tidying up those bricks" "That's a lovely example of showing respect, I'm going to share with HT/teacher/parents that you have shown our school value"
Remember to praise for "being"	"I like your smile"
Remember to praise for "doing" – name the action too.	"Well done for being kind. You helped Paul put away his model "
Use non-verbal ways of recognising and acknowledging children	Smiling, thumbs up.
Unconditional recognition helps children feel valued and wanted	"I was hoping I would see you today"
Praise helps children develop a strong self-image	"I knew you would get there, are you pleased with yourself?"

Class Reward Systems

Our school is divided into houses. Children have the chance to earn house tokens throughout the week. These points are collated as a house to earn rewards. At the end of each term the house with the most points will get a reward, such as a non uniform day or extra play.

Values Award Assemblies

These are held weekly on a Friday. Each class teacher completes an award certificate for a child in that class. Parents are sent a "secret" invitation on a Wednesday. The Head presents awards to the children in front of the whole school and their parent/carer. Class teachers should keep a record to ensure all children are rewarded equally over the course of the year.

Consistency, reasonable adjustments and safeguarding

Staff will respond consistently and proportionately, while taking account of age, developmental stage, SEND, disability, safeguarding needs and other relevant circumstances. Reasonable adjustments do not mean lower expectations; they ensure pupils can understand and meet expectations with appropriate support. Behaviour that raises a safeguarding concern will be addressed in line with safeguarding procedures and referred to the Designated Safeguarding Lead where appropriate.

Positive Behaviour Management Strategies

Every pupil is involved in devising examples of how we demonstrate our school values and the difference these make to our learning and team spirit. Regular reminders, PSHE sessions and circle times help children focus on their behaviour choices and use their personal power well in school. This is a good preventative strategy and the teacher may distract, use take up time, give warnings and reminders, movement breaks and proximal praise as ways of supporting a child to work within the school and class rules.

If a child is not following our school rules we follow the procedure below. In the event of the incident being of a more serious nature, staff will need to utilise other approaches and may need support from SLT.

Step 1 - Positive Direction
e.g. Name please come and sit down- you did really well with this yesterday/I want to hear your ideas
Step 2 – Reminder
e.g. This is a reminder, I asked you to come and sit down.
Step 3- Time-out
e.g. Name, you've chosen not to follow my instruction to sit down. You now need to go to time-out so you can have time to think
The child will spend 5 minutes in time out. They need to sit where they can see so they can continue to learn. Child re-joins class after 5 minutes.

The child will miss part of play or lunch to catch-up on missed work or to reflect on what happened.
Staff to record on CPOMS
Step 4- SLT
If the behaviour continues, a member of the SLT will be called and the child will need to leave the class. The child will miss part of play or lunch to catch-up on missed work or to reflect on what happened.

If a child is receiving regular time-outs or is involved in a serious incident parents/carers may be required to attend a meeting to discuss how we can work together to improve the child's behaviour. If the behaviour does not improve future meetings may be attended by senior leaders or the headteacher.

Examples of strategies to support positive behaviour include:

- Setting up mini-goals and rewards
- Talking to parents to engage them in supporting their child in school
- Discussing how best to make up the missed work.

Responding to behaviour that does not meet expectations

Behaviour that does not meet our expectations includes:

- Hurting each other, verbally or physically
- Disregarding and ignoring adults
- Interrupting/disrupting other children's learning and play
- Misuse of resources and the environment
- Unkindness

At Carterton Primary School we use a range of sanctions and consider the individual's personal circumstances, along with the incident, carefully.
Some examples of sanctions include the following:

- Time out/ Thinking Time in classroom or in another classroom
- Loss of lunch or break time
- Loss of privileges
- Informing the parents
- Removal from the classroom (parents will be informed of this)
- Suspension
- Permanent exclusion

If a child loses time from their lunch break, staff should allow reasonable time for the pupil to eat, drink and use the toilet. Loss of lunch time/ break time will be in chunks of 5 minutes.

In case of serious incidents, the Headteacher may use a suspension and in some cases may permanently exclude a child.

In all circumstances it is at the discretion of the headteacher to decide what sanctions are appropriate.

Restorative conversations are used after pupils and adults are sufficiently regulated. They support reflection, repair and learning and do not replace an appropriate consequence where one is required.

Narrative Repair Script (Restorative Practice)

A difficult area for **young children is negotiating and turn taking**. Asking "Why did you bite Mark?" is often unhelpful since the child may be overcome by emotion, and due to their age and stage of development, may

not understand the consequence of their actions. Modelling a narrative approach is a useful way to build responsibility, empathy, self-awareness and social skills in young children.
By using the "Narrative Repair Script" the adult puts into words what the child cannot.

<table>
<tr><th colspan="3">Narrative Repair Script</th></tr>
<tr><th>What to do</th><th>How to say it</th><th>REMEMBER:</th></tr>
<tr><td>Describe what happened factually</td><td>"You and Mark were playing with the Lego. You wanted the red wheel that Mark was using so you snatched it from him"</td><td rowspan="7">• It is important to attend to an injured child BEFORE a repair conversation takes place.

• A child may need to be removed from a situation to calm down (e.g. sitting on a chair/cushion/calm down corner) for 5 mins. Tell the child you will talk to them when everyone has calmed down.

• Both the adults and child must be calm before a repair conversation takes place. Depending on the incident this may be moments, or it may be much longer. Research shows that it can take up to 90 mins for the brain to biochemically regulate itself after a significant incident. Staring a repair conversation too soon can "emotionally hijack" the child.</td></tr>
<tr><td>Name and explain the feelings of the child which led to the behaviour.</td><td>"Sometimes if we want something that someone else has, we feel cross"</td></tr>
<tr><td>Explain the consequences – how did it make the other child feel?</td><td>"Mark is feeling sad because you snatched the red wheel that he was using"</td></tr>
<tr><td>Help the child to recognise the feelings in the other child.</td><td>"Look, at Mark's face. He is crying"</td></tr>
<tr><td>Invite the child to "put things right", modelling suggestions if necessary</td><td>"What could you do to put things right? …. maybe you could say sorry /share the wheel/ give him a hug/…."</td></tr>
<tr><td>Ask/teach an alternative to the behaviour (depending on development stage of the child) modelling if necessary</td><td>"What will you do next time? Maybe you could ask Mark if you could use the wheel/ sk an adult for help/find a way to share/build a model together…</td></tr>
</table>

<u>Guidelines for supporting children who display challenging behaviour</u>

Staff at Carterton Primary School view behaviour as a way of communicating needs or wants in response to the school environment. Behaviour allows communication 'beyond words. When a child is persistently struggling to behave or self-regulate, we view their behaviour as trying to express something that is difficult to communicate with speech. We recognise that heightened anxiety or stress is a major contributing factor to persistent poor behaviour. This could be misconceived as a reluctance to conform or adhere to rules and expectations.

Each child has their own set of sensory sensitivities and it's important to be aware of these – if sensory needs are not being met, this may lead to an explosion of emotion – often in the physical form, screaming, crying and aggression. In moments of heightened anxiety, the ability to process information and communicate effectively is reduced.

Therefore, if a child is struggling to regulate their behaviour we aim to put in place strategies and support to enable them to learn, socialise and regulate successfully. All staff and governors have agreed the following:

· We foster a nurturing and positive approach to ensure that children feel safe and valued at school. We use a non-confrontational approach to children. All staff will try to ensure that no child is placed in an emotional situation where they have few options left to them but to crumple or flare up.

· Sometimes, children need time to respond to instructions, particularly when they have heightened emotions. It is up to the adult to model withdrawal from conflict and allow the child 'take up time' in order to enable de-escalation.

· Children will be taught strategies for self-regulation during whole-class PSHE lessons as well as throughout the 'broader curriculum.' Our school uses 'Zones of Regulation' as a medium to teach and model this. It supports children who struggle to put their emotions into words. This is also being introduced as a whole school approach to understanding emotions.

· Children will be given tools and space to enable them to self or co-regulate, such as accessing a calming space, going for a sensory or movement break, having either a Busy Box or Sensory Box, etc.

· Children who have persistent difficulties with self-regulation will be discussed with the SENDCo and a Behaviour Support Inclusion Plan will be drawn up identifying triggers to difficult situations as well as strategies to support this. The focus of these plans is to catch any signs of a child's potential distress quickly, in order to prevent escalation in the first place. These will be shared with parents and staff and reviewed termly to celebrate success and identify changes to support that may need to be applied.

· When a lesson is being disrupted significantly, the class should be taken by an adult to a separate area, leaving the disruptive child to be supported in the class.

-A multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Restraining Children

Staff at Carterton Primary School **will not** restrain a child unless the safety of the child or of other children/adults is threatened and the member of staff has attended team teach training. A child will only be restrained as a last resort and if the child is a danger to themselves, other children or an adult (see appendix 2).

Parents will be actively involved in supporting their child and the school throughout this process. If needed the school will use the Local Authority guidance with regard to temporary and permanent exclusion from school (see appendix 1).

These levels of behaviour provide guidance and do not provide a course of action for every eventuality. It therefore relies on the professionalism, common sense and initiative of people implementing it. It is not the school's practice to place children outside the classroom unless agreed as a strategy within a child's behaviour plan.

Searching

School staff can search a pupil for any item if the pupil agrees.
Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to
- be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including
- the pupil).
- Headteachers and authorised staff can also search for any item banned by the

- school rules which has been identified in the rules as an item which may be
- searched for

Mobile phone use in school

We strongly discourage pupils from bringing mobile phones to school because of the risk of loss, damage or inappropriate use. Parents and carers can always pass an urgent message to a pupil through the school office. Pupils who are collected from school, or who otherwise do not leave the premises unaccompanied at the end of the day, do not need to bring a mobile phone to school. Parents or carers who wish to discuss individual circumstances should contact the school office to arrange an appointment with the Headteacher.

Where a pupil is permitted to leave school unaccompanied (year 5 and 6) and a parent or carer wishes the pupil to bring a mobile phone to school, the relevant parental permission form must be completed and returned to the school office.

- Phones must be turned off at all times while on school premises.
- Pupils must hand their phone to the class teacher on arrival.
- The school accepts no responsibility for loss of, or damage to, mobile phones. Parents and carers are strongly advised not to send valuable devices into school.
- Pupils' phones should be clearly labelled with the pupil's name.
- If a pupil uses a phone on school premises without permission, this will be treated as a breach of the school's behaviour expectations and responded to in accordance with this policy. Any such action may result in a child not being permitted to bring a phone to school.

A small number of pupils may need access to a mobile phone or connected device for an agreed medical purpose, for example to support blood glucose monitoring. In these circumstances, arrangements for where the device is kept and who may access it will be agreed by the Headteacher with parents or carers, the pupil and relevant staff.

Pupils' conduct outside the school gates

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

teachers may discipline pupils for:

- misbehaviour when the pupil is:
    - o taking part in any school-organised or school-related activity or
    - o travelling to or from school or
    - o wearing school uniform or
    - o in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
    - o could have repercussions for the orderly running of the school or
    - o poses a threat to another pupil or member of the public or
    - o could adversely affect the reputation of the school.

Policy review arrangements

Review and reporting to FGB

The policy will be reviewed annually. Leaders will monitor behaviour patterns, suspensions, bullying, use of removal and restrictive interventions, including patterns affecting pupils with SEND and other vulnerable groups. Findings will inform staff development, preventative provision and reporting to governors.

We recognise at Carterton Primary School the need to constantly review the policy to ensure it meets the needs of the individual children.

Knowing this policy well and having a clear understanding of policy and the details of practice expected by all staff at our school will enable adults to be consistently calm and confident in dealing with children who are very challenging, vulnerable or violent.

All staff must keep this policy document fresh in their minds, returning to it to refresh themselves with the details, at regular intervals.

Appendix 1
Exclusion

The school will follow current Department for Education statutory guidance when considering suspension or permanent exclusion.

Only the Headteacher may exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. The LA and school have always taken the view that exclusion should only be used as a last resort and that appropriate measures would have been put into place to avoid a child being excluded.

These measures could include:

- An individual behaviour plan
- Individual targets
- Meetings with parents
- Pupil profile targets
- The involvement of outside agencies as appropriate
- A letter informing parents that their child is at risk of exclusion and the reasons why

If the decision to exclude a child is made the head must inform the parents of the child, in writing, without delay. The letter should contain details of the duration of the exclusion, the reason for the exclusion and the fact that they may make representations to the governors and the Local Education Authority. To facilitate such representations parents should be given appropriate points of contact for both the LA and the Governors. In the latter case this might be the Chair or clerk to the Governors.

The Headteacher must also inform the LA, the governors (or governor with delegated responsibility) and the Attendance and Engagement Officer in writing of the duration of the exclusion and the reason for the exclusion.

Appendix 2 Restrictive Interventions and Use of Reasonable Force

In line with statutory DfE guidance Restrictive Interventions Including use of Reasonable Force in Schools, April 2026.

1. Definitions

Restrictive interventions include reasonable force, physical restraint and seclusion. These are only used when necessary to prevent harm, serious disruption or damage, and must be proportionate to the risk presented.
Reasonable force: actions to control or guide a pupil using minimal physical contact.

Physical restraint: holding back or bringing a pupil under control to prevent injury, serious disruption or damage.

Seclusion: confining a pupil alone and preventing them from leaving a space; used solely to maintain immediate safety, time-limited, and never used as punishment. The pupil is monitored throughout, and arrangements for safe exit are made clear. Every use of seclusion is recorded and reported as a significant incident.

Significant event: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described on p7 of DfE Restrictive Interventions guidance. This includes where physical force is used to implement a non-physical restrictive intervention.

2. Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power also applies to individuals temporarily put in charge of pupils by the headteacher (for example, volunteers on school visits).
Where possible, staff should alert a senior member of staff if they anticipate that physical intervention may be required.

3. When can interventions be used?

There are some circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to question over the use of reasonable force or other restrictive interventions – for example, giving first aid, offering comfort or praise, demonstrating musical instruments or other equipment, or guiding / escorting pupils including helping a pupil to a space they have chosen to access to self-regulate.

Staff may use reasonable force or physical restraint to prevent pupils from harming themselves or others, causing serious disruption, or damaging property, and to maintain safety during school activities including trips. Examples include removing a disruptive pupil from a classroom, preventing a pupil from leaving where this would create significant risk, stopping a fight, or restraining a pupil at risk of self-harm.

4. Conducting a search

Headteachers and authorised staff may search for prohibited items including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article likely to be used to commit an offence, cause personal injury or damage to property.

Reasonable force may be used where lawful and necessary to conduct a search for prohibited items. Force must not be used to search for items banned solely under school rules.

Any use of force during a search is recorded and, where significant, reported to parents/carers.

5. Prevention, de-escalation and communication

Where necessary, staff work with pupils and their parents to co-produce behaviour support plans. These outline adjustments needed in order to ensure the pupil is most effectively supported, so reducing the likelihood of the need for restrictive intervention. They also outline the circumstances where it may be appropriate for staff to have additional physical contact with a pupil. Parameters around this contact are discussed with relevant people, typically including teachers and other adults, parents, the pupil (depending on their age), and any other professionals involved in providing support; these are included on the behaviour support plan.

Where there is an identified risk that there remains an increased likelihood of the need to use reasonable force and / or other restrictive intervention, a risk assessment will be written. This will include consideration of the need for additional training and other prevention strategies.

Behaviour support plans are reviewed with the pupil (depending on their age) and their parents periodically and following any significant incident so that amendments can be made based on the evidence of what has and has not worked in practice for the individual pupil.

6. Staff training and support

Staff receive role-appropriate training covering prevention and de-escalation techniques; safe and lawful use of reasonable force and physical restraint; seclusion safeguards; and statutory recording and reporting requirements. Training equips staff to judge where it is appropriate to use restrictive intervention, including where quick decisions are needed, and helps ensure staff understand how to assess that their response is reasonable under pressure.

Additional support is provided following incidents, including supervision and reflective practice.

7. Recording and reporting

Each significant incident involving force or seclusion is recorded on CPOMS, to include reason; type and duration of intervention; staff involved; injuries; and outcome. Records are made by the staff member/s involved as soon as practicable after an incident and no later than the same day.

Parents/carers are informed as soon as practicable following a significant incident; staff endeavour to do this no later than the end of the same day. Reports are shared in writing (typically via email) alongside, as far as possible, a verbal discussion (phone call, video call or in person).

The Local Governing Body reviews restrictive intervention data three times a year in the Headteachers Report to identify patterns, ensure compliance, and support improvement of preventative and de-escalation strategies. The Trust Board, through its Standards and Safeguarding Committee, reviews aggregated trust-wide restrictive intervention data three times a year through the CEO Report.