

Carnforth Community Primary School

Behaviour Policy

Updated: September 2026

Review: September 2027

Principles

Carnforth Community Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We have three key behaviour expectations:

Be Safe
Be Ready
Be Respectful

As members of our community, we adhere to the values of:

Respect
Honesty
Kindness
Friendship
Self-belief
Responsibility

The Governing Body believes that all children, parents, staff and visitors have the right to be safe, to feel safe and to be respected. With this right comes responsibility and accountability for any behaviour that puts at risk the safety and wellbeing of others. The Governing Body believes, in accordance with Section 89 of the Education and Inspections Act, that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary.

At Carnforth Community Primary School we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff, parents and carers of expected levels of behavior.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up any incidents.
- Ensure all adults use consistent language to promote positive behaviour.
- Promote desired behaviour and discipline.
- Promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensure equality and fairness of treatment for all.
- Encourage consistency of response to both positive and negative behaviour.
- Promote early intervention.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encourage a positive relationship with parents and carers to develop a shared approach which involves them in implementation of the school's policy and associated procedures.
- Promote a culture of praise and encouragement in which all students can achieve.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'.
- Encourage children to recognise that they can and should make 'good choices'.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

All staff must:

- Take time to welcome children at the start of the day
- Always pick up on children who are failing to meet behaviour expectations: Be Safe, Be Ready, Be Respectful
- Always redirect children by referring to our school values: Respect; Honesty; Kindness; Friendship; Self-belief; Responsibility
- Use the Zones of Regulation approach to ensure a child is able to listen before talking to them about their behaviour
- Follow the guidance on consequences for behaviour as outlined in Appendix C

Roles and Responsibilities

- The Governing Body will establish, in consultation with the head teacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. The Governing Body will ensure this policy is communicated to all children and families, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Headteacher will be responsible for the day-to-day implementation and management of the behaviour policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring the behaviour policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- Staff have compiled and agreed a Staff charter to promote the consistent approach and strategies used when dealing with behaviour in school. (See Appendix H)
- The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Children are expected to take responsibility for their own behaviour and will be made fully aware of the school's policy, procedure and expectations. Children will also be

encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

- The Headteacher will be a visible presence around the school.
- All staff will regularly celebrate children whose efforts go above and beyond expectations; their names are written on the board as an example of a positive role model
- Staff will use positive praise, for example, through face-to-face conversations with parents; phone calls; Dojo messages; certificates; stickers.
- The Headteacher will ensure staff training needs are identified and met.
- The Headteacher will support teachers in managing children with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.

Children want teachers to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.

Procedures

- The procedures in this policy have been developed by the Headteacher in consultation with staff. The procedures will make clear to the children how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, children and families. The procedures will be monitored by the Headteacher to ensure they are consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility to the whole community.

Rewards

- A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued. Rewards systems will be clearly outlined in the procedures. Integral to the rewards system, is an emphasis on both informal and formal praise to individuals and groups of children. Alongside this is informing parents/carers regularly on their child's desired behaviour.

Behaviour for Learning:

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, routines and visible consistencies that all children and staff follow.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which will include rewards to reinforce positive behaviour.

Sanctions

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is taken seriously.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
- Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued, all solution focussed strategies will have been actioned.
- It should be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.
- A range of sanctions is clearly defined in the procedures and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between sanctions applied for minor and major offenses. (See Appendix C)

Adult Strategies to Develop Excellent Behaviour

- IDENITIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Carnforth Community Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should the key expectations of Be Safe, Be Ready, Be Respectful and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group/individual. The principles used in Zones of Regulation curriculum are used in every conversation about behaviour.

All staff will use consistent language to gain attention and encourage listening:

'Stop' with a visual (hand), 'Equipment down' with a visual (hands down) and 'Eyes this way' with a visual (pointing at eyes)

Incidents are logged on CPOMs.

Pathways: It is important to distinguish between dealing with behaviour and requirement to regulate. The helps to prevent entering a negative behaviour cycle.

Behaviour Pathway:

Reminder

↓

Warning/Zone Identified

↓

Prompt/Regulation

↓

Follow up/Reparative Conversation

Regulation Pathway:

Reminder (if required)

↓

Zone and regulation strategy used

↓

Regulation

↓

Return to learning

Training

The Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Inter-relationship with other schools

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and the anti-bullying policy will be established.

Involvement of outside agencies:

- The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all children are met by utilising the range of external support available.
- Children needing support from external agencies are identified through the SENCO. However, if necessary a student may move immediately to that stage to access support.

Review

- The Headteacher will consult with staff, children and families to monitor and review the behaviour policy.
- The Headteacher will report to the Governing Body on the policy's effectiveness, fairness and consistency.
- Monitoring methods may include Parent Forum meetings, parental/staff/pupil questionnaires, observations of behaviour in class, out in the playground and at lunchtimes.
- The Governing Body will review this policy on an annual basis in accordance with DFE guidelines.
- The outcome of the review and changes to policy, resolutions and solutions will be communicated to all staff, children and families.

Rewards

- All staff will praise children for examples of good behaviour and will explain to the child why they are pleased.
- Dojo points can be awarded for positive behaviour, attitude to work, setting a good example, demonstrating our half-termly value etc., and are added to their Dojo character. This total can also be accessed from home so that parents can see their child's progress.
- Dojo points are also used to encourage and reward positive behaviour at lunchtime.
- Each week the child who has been awarded the most Dojo points will be named the Dojo champion and will receive a certificate in our Friday Celebration Assembly. They can choose a day to wear their own clothes to school as a reward.
- Each week, a child from each class will be chosen for a Golden Moment Award for something they have been successful at or a positive attitude towards something, and will receive a certificate in our Friday Celebration Assembly.
- Each week, a child from each class will be chosen for a School Values Award, focussing on our half-termly value, and will receive a certificate in our Friday Celebration Assembly.
- Class teachers will contact parents directly when a child demonstrates exemplary attitudes around school.

In addition to these awards, the class teachers can implement their own strategies to encourage the children to behave well, uphold the expectations of the school and do their best.

Dealing with Unacceptable Behaviour

Remember that it is the behaviour that is unacceptable and not the child!

- For low level incidents, children are reminded of the expected behaviour and zone of regulation is identified. If the incident persists, the child is warned and a time out prompt may be given. Children are given the opportunity to modify their behaviour during the session and return to their learning as soon as possible. A conversation about their behaviour, and the consequence of it, is had once they are regulated.
- For serious incidents such as swearing and any kind of intentionally violent behaviour, the Headteacher is immediately informed, the child is directed to the regulation station and spoken to once they are calm enough to process the information and communicate.
- Any child who is sent to the Headteacher will be asked to complete a 'Think Sheet' and a sanction will be agreed.
- The Headteacher will talk to the children about their behaviour, what went wrong and what needs to change.

(See Appendix C)

Challenging Behaviours

- Sometimes, for various reasons, children may experience times when their behaviour becomes more challenging. In these cases, children will work with a member of staff to design a personalised behaviour chart with specific targets for them to achieve. These charts are shared with parents, reviewed regularly and enforced by all staff throughout school. Once the child has overcome their difficulty or behaviour returns to meeting School's expectations, the chart will be removed.

- For children who exhibit very challenging behaviour, an Individual Behaviour Plan is put into place, along with a care plan that is shared with all staff. If any outside agencies are involved with the child, their input will be sought into the writing and review of the IBP and care plan.

As part of meeting the needs of children with challenging behaviour, the school will provide various forms of support. These will include:

- Nurturing support – group or 1:1.
- Reflection time – throughout the day, daily, weekly, etc.
- Time out/withdrawal.
- Bought in counselling support.
- Educational Psychologist Input.
- Bought support from the Inclusion and development Support service.
- The school will seek to work fully with all parents and carers of the child on a regular basis.
- If the root of challenging behaviour is found to be a safeguarding matter, the Child Protection Policy and appropriate procedures will be followed.

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans' that can be found in *Appendix A*.

In some circumstances behaviours escalate rather than de-escalate, leading to emergency situations. At these times staff may have no other option but to use reasonable force, as a last resort, to maintain safety and fulfil their duty of care to children, staff and / or visitors. Reasonable force may be used by any member of staff to prevent a student from:

● hurting themselves or others

● damaging property

● causing disorder

As a result, a large number of staff in Carnforth Community Primary School receive specialist training in CPI – Safety Intervention strategies. This training is renewed every year. A list of staff who are currently trained is held by the Headteacher.

All staff trained in CPI – Safety Interventions understand the responsibility of using physical interventions. Any decision to use it will always depend upon individual circumstances and will only be used when there is no safer alternative to managing the risk behaviour. Strategies to attempt to diffuse and calm a situation will always be employed first. The use of reasonable force is never used as a substitute for good behaviour management.

If physical intervention is necessary the following rules apply:

● Communication between colleagues; seeking support from an additional member of staff, wherever possible

● Children will be warned verbally that physical restraint will be used if the risk behaviour doesn't stop

● Restraints will be used as an act of safety and security - not as a punishment

● Only the minimum force will be applied, for the minimum amount of time

● Any use of force will be reasonable and proportionate to the presenting risk and must be justifiable

● Opportunities to release holds and restraints will be sought

● Any acts of restraint will be carried out respectfully, with dignity and in a firm and calm manner, without any aggression (either physically or verbally) towards a child.

Application of force may involve:

● Physical positioning between children

● Blocking a student's path

● Guiding a student away from a situation

● Holding / restraining a student

● Use of a safe space, away from others (e.g. Independent Learning Area)

Following any use of reasonable force:

● Supportive safety and wellbeing checks will be carried out regarding children and staff (including first aid, drink of water, etc).

● The student will be taken to a safe place within school and given an opportunity to discuss the incident.

● Where possible, staff will facilitate a restorative meeting with the child (and parent / carer if required) aiming to rebuild relationships, understand the reasons for the escalated behaviour and plan to avoid repetition in the future. This may be at a later time.

● Some incidents will require a consequence which will be agreed by the designated senior staff.

● Immediate measures will be taken to maintain safety within the building (such as isolating areas with damaged property until time allows them to be fixed)

● At the earliest opportunity, the incident will be reported to parents / carers, by the Headteacher and any designated staff assigned by the Headteacher.

● Details of the incident and outcomes (including a body map if required) will be recorded and uploaded onto CPOMS.

● All staff involved in the incident will participate in a debrief with a designated senior member of staff and complete a written account of the incident using Serious Incident Reports (SIR1) (no physical intervention) and SIR2 (where physical intervention is needed) See (Appendix 5 and 6). A record will be kept on CPOMS.

● All staff and pupils involved in the incident will have a medical check the same day by a member of staff not involved in the incident. A 24-hour medical check will be completed the following day and added to the Serious Incident Report.

● Members of SLT will monitor any use of reasonable force and will deliver regular reports to the Governing Body.

Exclusions will occur following extreme incidents at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

(See Appendices D-G)

Online Behaviour

Within school children are taught about acceptable behaviour online being as important as face to face behaviour. To aid with this school:

- has appropriate filtering and monitoring systems in place so that no child can access harmful content via the school's IT systems and concerns can be spotted quickly
- Ensures that children are taught about safeguarding including online safety

Each class has an age-appropriate Acceptable Use agreement, developed each year with the children, and reinforced regularly through class assemblies, PSHE, online safety awareness days etc.
School works hard with children to help them understand the implications of inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment. If any of these behaviours occur they are dealt with in the same way as any offline behaviours and as outlined in the Anti-Bullying Policy and Online Safety Policy.
School works with parents to raise awareness and understanding of online behaviour at home.

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. At Carnforth Community Primary School all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)
• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

If staff have any concerns regarding child-on-child abuse they must speak to their designated safeguarding lead (or a deputy) and follow the information sharing protocols using CPOMS.

Physical Attacks on Adults

At Carnforth Community Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support.

All staff should report incidents directly to the Headteacher and they should be recorded on CPOMs. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the Headteacher may allow a member of staff to go home.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out of School Transfer

- The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.
- Parents have the right to make representations to the Governing Body for exclusion and the Governing Body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a Governing Body uphold a permanent exclusion, parents have the right to appeal the decision to an independent review panel.
- Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.
- School will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion. There is, however, no legal obligation to do so.

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity.
- travelling to or from school.
- wearing school uniform.
- in some way identifiable as a pupil from our school.
- poses a threat to another pupil or member of the public.
- could adversely affect the reputation of the school.

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehavior.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being a member of our school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Preventing Bullying

Bullying is the behaviour of an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms e.g. cyber bullying and is often motivated by prejudice against particular groups on grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be just as damaging. Teachers and staff have to make their own judgements on each case.

School actively works to prevent bullying using the following strategies:

- An ethos of good behaviour is established where pupils treat one another and the school staff with respect because they know this is the right way to behave.
- Values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.
- Staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference through events, projects and assemblies. The approach will depend on the particular issue.

Confiscation of Inappropriate Items

- There are two sets of legal provisions which enable school staff to confiscate items from pupils:
- The general power to discipline enables a member of staff to confiscate, retain or dispose of pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The confiscated item will be returned directly to the child's parents.

Staff have the power to search pupils for the following items without consent:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that is likely to cause offence, personal injury or damage to property

Weapons, knives and extreme/child pornographic images will be handed to the police. For other items, the teacher will decide if and when to return the item to the child's parents or dispose of it.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

Date: September 2026

Review Date: September 2027

Appendix A - POSITIVE HANDLING PLAN

Child's Name:	Date of Plan:	Review Date:
What does the behaviour look like?		
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
What are common triggers?		

De-escalation skills			
Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			
Diversions and distractions			

Any medical conditions to be taken into account before using physical interventions?			
De-escalation skills			
Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			
Who has been informed/Where has the incident been recorded?			
Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a SERIOUS INCIDENT REPORT has been completed.			
Teacher:			
Parent/Carer:			
Student:			
Educational Psychologist:			
Social Service (if applicable):			
Headteacher:			

Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

See DfE Guidance Use of reasonable force and other restrictive interventions guidance

Key Points

1. Definitions

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.4 Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within the guidance. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise6

Schools cannot use force as a punishment – this is always unlawful.

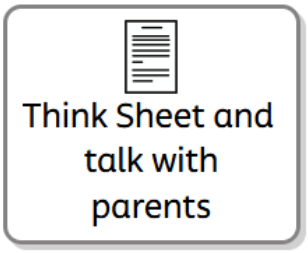
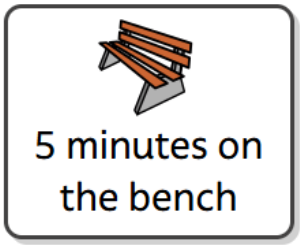
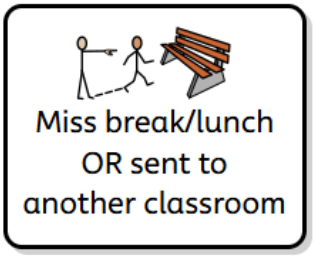
The school will record all serious behaviour incidents, including restraints, on CPOMs.

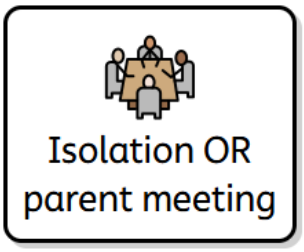
See above guidance for more details

Appendix C – Behaviour / Consequences Guidance

Behaviour / Consequences Guidance

All of our consequences and sanctions are for behaviours which have not followed our three rules: Be Safe, Be Ready, Be Respectful. We employ each sanction appropriately to each individual situation and child, operated through a staged behaviour system which is to be used as a short-term system. Where children have individual behaviour risk assessments the consequences may change. The consequences and sanctions for poor behaviour choices are only discussed with the child once they have been given chance to regulate and are able to access a restorative conversation with an adult. Any incidents are logged on CPOMS.

Unwanted behaviour	Consequences	
Stage 1 Low level, unacceptable behaviours for example: • Talking when an adult is talking • Not walking around school safely • Shouting in the classroom • Shouting in the hall • Not following an adult's instruction	• Adults remind you of the rules – Be Safe, Be Ready, Be Respectful • Asked to alter your behaviour e.g. walking; talking when inside	
Stage 2 Repeated behaviours of Stage 1 or: • Refusing to answer an adult • Being unkind to another child • Answering back • Refusing to engage with learning • Swearing/inappropriate language	• If repeated Stage 1 behaviours then complete a think sheet • Complete a think sheet • Time out to think about behaviour (not in the regulation station) and then complete missed learning	
Stage 3 Repeated behaviours from Stages 1 & 2 or: • Not telling the truth • Hurtful name calling • Not being safe with equipment • Throwing equipment in anger • Behaviours that stop others learning	• If repeated Stage 2 behaviours then sent to SLT • Sent to SLT • Time out at break and lunch time, sitting on bench outside • Complete a think sheet • Conversation with parents	
Stage 4 Behaviours such as: • Acting dangerously • Stealing something • Swearing at an adult • Damaging school property on purpose • Physically hurting someone on purpose	• If repeated Stage 3 behaviours then sent to SLT/HT • Complete learning in another classroom • Loss of breaktime/lunchtime with SLT/HT	

	• Conversation with parents	
Stage 5 Behaviours such as: • Complete out of control behaviour • Racist comment • Physical assault of an adult	• If repeated Stage 4 behaviours sent to HT • Internal isolation with SLT/HT • Meeting in school with parents *When necessary the criteria for fixed term exclusion will be applied* *In the case of racist comment or behaviour statutory protocols will be followed and the incident will be reported to Governors and the Local Authority*	

Appendix D – Think Sheet example 1

Think Sheet

What happened?

What do you think needs to happen now to make things right?

Signed:

Date:

Appendix E – Think Sheet example 2

Think Sheet

What happened?

What do you think needs to happen now to make things right?

Signed:

Date:

Appendix F – Individual Behaviour Log

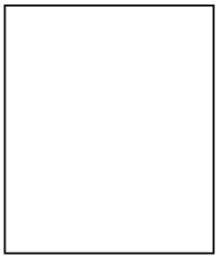
INDIVIDUAL BEHAVIOUR LOG

Pupil Name:	
Class:	
Focus Behaviours:	

Week commencing:	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:00					
9:00 – 10:15					
Break					
10:30 – 12:00					
Lunch					
1:00 – 3:05					

Comments:

Appendix G – Behaviour Log, WOW sheet



Wow!

Think about...

Appendix H – Staff Charter

At Carnforth Community Primary School, the adults will:

- Praise in public, reprimand in private
- Speak respectfully
- Keep it (communication) short and simple
- Use the strategy “Don’t ask Why”
- Catch children in, not out
- Ensure children are regulated before having a conversation