BEHAVIOUR POLICY

DATE ADOPTED: September 2026

SIGNED BY HEADTEACHER: Signed copy stored in school office.

SIGNED BY CHAIR OF GOVERNORS:

DATE OF NEXT REVIEW: September 2027

Behaviour Policy

The purpose of this policy is to provide the necessary guidance to provide a safe and structured environment in which teachers can teach and children can learn. The policy sets out a clear set of expectations and processes for creating an ethos that is conducive for learning and respect for all members of the school community. This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of pupils with SEN and the DfE exclusion guidance for maintained schools.

Aims of the Policy

- to promote good behaviour, self-discipline/self-regulation and respect;
- to prevent bullying, including cyberbullying;
- to ensure that pupils complete assigned work;
- to regulate the conduct of pupils.

This policy statement on Behaviour has been arrived at through liaison with all staff at Carlton Colville Primary School, Governors, Parents and Pupils.

The school's approach to behaviour management is based around the reinforcement of positive behaviour with the emphasis on noticing and acknowledging the desired behaviours and motivating/encouraging pupils to behave well. All pupils need to be accountable for their behaviour choices.

School Rules

Rules and procedures are designed to make clear to pupils how they can achieve acceptable standards of behaviour. At Carlton Colville Primary our school rules and procedures help make our school a safe learning environment. Such rules, consistently applied, enable pupils and staff to work in a safe, secure and positive learning environment, thus enabling learning to proceed uninterrupted.

Our 5 School Rules are:

Be Polite
Be Kind
Follow Instructions
Look After Our School
Try Your Best

School Rewards

The school ethos encourages pupils to be rewarded for good behaviour. Staff should be on the lookout for good behaviour with a mindset of 'catch them doing the right thing.' Rewards have a motivational role, enabling pupils to see that good behaviour is valued. The most common reward is verbal praise, informal and formal, public and private, to individuals and groups. It is earned by maintaining good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour and effort should be as high as for work in order to encourage a growth mind-set amongst all pupils.

Dojo Points

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour effort, and manners based on the collection of Dojo Points. These are awarded individually to pupils both in recognition that they have been consistently following the school rules and also for any particular actions, deeds or attitudes which are deemed noteworthy, which may include being:

Aspirational
Adaptable
Resilient
Courageous
Reflective

All classes are to use Dojo points as a reward system for positive behaviour. This helps inspire children to do the right thing and make good choices to earn more points. We aim to be as consistent and fair as possible in the way the Dojo points are awarded. The Dojo points will accumulate throughout the year and the children will be rewarded as follows:

- **25 Dojo points:** certificate.
- **50 Dojo points:** certificate and an extra playtime.
- **100 Dojo points:** certificate and a letter from the Head teacher.
- **200 Dojo points:** certificate and a Dojo award badge (for KS1) or tea party (KS2).
- **400 Dojo points:** certificate and a personalised letter home from the Head teacher.

Other rewards

We have high expectations for all our pupils all the time, however, where a child has gone above and beyond, in addition to praise and Dojo points, they may be rewarded in a variety of ways. We aim to be as consistent as possible across both classes in a year group in the use of any rewards. Once given, rewards will not be taken away as a consequence for poor behaviour.

School Consequences

Everyone at Carlton Colville is expected to behave well at all times and to follow our school rules. However, in the rare instance where children are still learning to behave properly and follow our school rules, our school community have agreed the following order of consequences. These are laid out in the school Behaviour Protocol (Appendix 3)

Consequence Stages

The day is divided into four sessions:

EYFS: 1- Start of day until end of phonics
2- End of phonics until start of lunchtime play
3- Start of afternoon until 'busy time'
4- End of 'busy time' until the end of the day.

Yrs 1-6: 1- Up until morning play
2- End of play until lunch
3- Start of afternoon until afternoon play or daily run
4- End of afternoon play or daily run until the end of the day.

The Consequence Stages are applied within the duration of each session and are usually reset at the start of the next session depending on the stage reached.

All pupils (Years N – 4) start with a green card in the 'go for green chart' for Years 5 and 6 this is not displayed in the 'go for green chart'. Staff will use a range of verbal and non-verbal techniques and strategies to manage the behaviour in their classes. If a pupil does not respond positively / appropriately then it will progress to Stage 1.

Stage 1: stop and think

An initial verbal reminder is given, for low level disruption to learning or refusal to follow an adult instruction. A **'Stop and Think'** card is placed in the chart by the member of staff. Praise and reinforce the behaviours you want to see and repeat the instruction if appropriate. This 'stop and think card' reset at the start of the next session.

Stage 2: yellow card

A yellow card is given if low level disruption continues or for a second refusal to follow an adult instruction. The yellow card is reset at the start of the next session. The teacher will make it clear what the child has been asked to do and what the consequences will be if the wrong choice continues to be made.

Stage 3: cumulative red card

If repeated yellow card behaviour continues then the child will miss their breaktime and discuss their behaviour with the classteacher or adult taking the class. The adult will make it clear what the child has been asked to do and reinforce the expectations. This behaviour will be recorded on the class behaviour log.

Stage 4: straight red card

A straight red card will be given for low level but deliberate poor physical behaviour, rudeness or lack of respect, not taking care of school equipment or environment or for a deliberate act of unkindness which causes distress to others. At this stage the child will spend 15 minutes out of class and miss their breaktime. Parents will be informed of this consequence by the classteacher and the behaviour will be recorded on the class behaviour log.

Stage 5: repeat of straight red card

Where stage 4 behaviours are repeated or a child refuses to follow instructions for a third time, a stage 5 consequence is applied. The child will spend 30 minutes away from class with either Mr Rose, Mrs Aggreh, Mrs Carruthers or Miss Waddington. The incident will be recorded on CPOMS and parents will be informed by the staff member who supported the child away from class.

Stage 6: internal suspension

Any behaviour which causes significant and intentional injury, any offensive and insulting language intended to cause upset or any deliberate act which causes significant damage to the school environment will lead to an internal suspension. The child will be out of class for a number of sessions and/or miss agreed free time. This will be reported on CPOMS and communicated to parents via Mr Rose, Mrs Aggreh or Mrs Carruthers.

- Continued refusal to follow instructions and/or comply with the sanctions above may result in an escalation of consequences.
- All trips outside of school, extra-curricular and enrichment activities are then subject to further discussions/risk assessments etc. and may be suspended for that pupil.

Stage 7: external suspension (Maximum of 45 days a year)

Continued stage 6 behaviour, pre-meditated and high level physical harm to children or staff and violent, abusive language or aggression aimed at children or staff will lead to an external suspension. This will be determined by the head teacher who will communicate the consequence to parents. The head teacher with report the incident on CPOMS and write a formal suspension letter to parents. A reintegration meeting will take place with the pupil and parent when the pupil returns (see **Appendix 3**).

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

See 'Exclusions Overview' section for further information about exclusions.

Serious or severe incidents

If an incident occurs when a pupil is at any stage of the Consequence Stages or at playtime/lunchtime that is deemed to be serious / severe then this may escalate the consequence. If staff dealing with the incident think that it may need to be deemed as serious/severe then they should consult a member of SLT.

Break and Lunchtimes

Pupils are expected to demonstrate the same high standards of behaviour on the school playground as they would in class. The school behaviour system is applied at break/lunchtimes by teachers, support staff and mid-day supervising assistants (MDSA). Should an incident occur, the teaching / support staff / SLT member on duty will follow the behaviour protocol.

A 'Learning Catch-up' club will be held every lunchtime for Years 4, 5 and 6 children who have not 'done their best at work' and need to edit or improve their classwork. Years 4, 5 and 6 can also use this time to complete Home learning tasks. If a pupil has not completed a home learning task then they may be sent here to complete it. If a pupil is persistently not completing home learning tasks then Classteachers will contact parents to discuss this.

If a pupil has made a wrong choice and has broken the school rules during the previous lunchtime or playtime then they may need to stay inside for a fixed period of time until their behaviour improves. Alternatively, they may be banned from undertaking a lunchtime activity/club (e.g. football) for a fixed period of time.

Wet Playtimes/Lunchtimes

During wet playtimes, a class teacher or support staff will supervise the children.
During wet lunchtimes, the children are expected to stay in their own classrooms and will usually be supported by an MDSA. Children can only use the equipment agreed with their teacher.

Extra-Curricular Clubs

We aim to offer a range of enrichment activities through a variety of extra-curricular clubs. These may take place before school, at lunchtime or after school. Participation in these clubs is to be seen as a privilege rather than an entitlement and, as such, if a pupil's behaviour is repeatedly disruptive or they are repeatedly making poor behaviour choices then we may make the decision that they will no longer be allowed to participate in that particular club.

Recording and tracking pupil behaviour

'Class Behaviour Record' sheets will be completed by the Year group staff in order to record (and facilitate tracking of) pupil behaviour that reaches Stage 3 or above across the week.

Behaviour records are monitored and analysed by SLT and the Inclusion Team, at least, every half-term. Pro-active and support measures are then implemented as required. An individual Behaviour Plan (IBP) written for specific children will supersede the staged consequences.

Pupil Risk Assessment

When a pupil is displaying behaviour that could harm or has harmed the safety and welfare of themselves or others then an individual risk assessment will be created. All known risks will be assessed and appropriate precautions will be implemented to address each risk/hazard. For example, if a pupil has been disruptive and thrown objects at other child/adults then they may be educated away from their class until their behaviour and discipline improves.

Exclusion & Suspension Overview

Only the Headteacher can authorise a pupil suspension. The decision to suspend would only be taken after an appropriate investigation had taken place and the child was given the opportunity to give his/her version of the events unless the child was in immediate danger. The usual suspension process is:

1. **Internal suspension**
2. **Fixed term suspension**
3. **Permanent exclusion.**

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period suspension does not have to be for a continuous period. (Annex B of this guidance, *a non-statutory guide for head teachers*, summarises the requirements for head teachers, but should not be used as a substitute for this guidance or the relevant legislation.)

A fixed-period suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to suspension, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime suspension are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The law does not allow for extending a fixed-period suspension or 'converting' a fixed-period suspension into a permanent exclusion. In exceptional cases, usually where further information/evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of a pupil outside school can be considered grounds for an suspension.

The head teacher may withdraw a suspension that has not been reviewed by the governing board.

Any decision of a school, including suspension, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspension and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

When establishing the facts in relation to an suspension decision the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

Some possible reasons for a suspension are:

- Striking a child, teacher or another adult
- Foul or offensive language towards a child, teacher or other adult
- Deliberate destruction of property
- Constant disruption of the education of other pupils
- Refusing to follow adult instructions
- Leaving the classroom without permission
- Behaviour that intentionally endangers others
- Bullying another child
- Behaviour that prevents the teacher from teaching or the pupils from learning

The school will take account of any special educational needs when considering whether or not to suspend a pupil. The Headteacher will ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.
Where reasonable adjustments to practices have been made, to accommodate a pupil's needs and to avoid the necessity for suspension as far as possible, suspension may be justified, if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Can a school send a pupil to be educated elsewhere?

Schools have the power to send a pupil to another education provider at a different location to improve their behaviour without the parents having to agree. However we would usually seek to work with the parents if an Alternative Provision would be a helpful strategy.

A school can also transfer a pupil to another school – a process called a 'managed move' - if they have the agreement of everyone involved, including the parents and the admission authority for the new school.

Notifying Parents

Whenever a Headteacher suspends a pupil they must notify parents of the period of the suspension and the reason(s) for it.

They must also provide parents with the following information in writing:

- the reason(s) for the suspension;
- the period of a fixed-period suspension or, for a permanent suspension, the fact that it is permanent;
- parents' right to make representations about the suspension to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if available.

Where a suspended pupil is of compulsory school age the head teacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of a suspension (or until the start date of any alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The head teacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session.

Permanent Exclusion

A permanent exclusion is a very serious matter and a decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If the Headteacher permanently excludes a child, they inform the parents as soon as possible after gathering all the key information and ensuring that they adhere to the most recent DfE guidance, also giving reasons in writing for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can make representations to the governing board about the decision. The school will inform the parents how to do this and explain their right to request an independent review panel if the governing board decides not to reinstate the pupil.

In the case of a permanent exclusion, the governing board must convene a meeting to consider reinstatement of a pupil within 15 school days of receiving notice of the exclusion. The following parties must be invited to the meeting and allowed to make representations:

- The parents of the child;
- The Headteacher;
- A representative of the Local Authority, usually a member of the Inclusion Team;
- The pupil's social worker, where applicable; and
- The Virtual School Head, where applicable.

In addition to the above procedures, the Headteacher and Governing Board will refer to the DfE guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, which sets out the statutory requirements for suspension and permanent exclusion.

Governing Board Discipline Committee

The governing board has a Pupil Discipline Committee which is made up of three members. This committee considers representations about suspensions and permanent exclusions on behalf of the governing board, where this function has been properly delegated in accordance with the Trust's governance arrangements.

The governing board itself cannot suspend a child or extend the suspension period imposed by the Headteacher.

The governing board must consider the reinstatement of a suspended pupil within 15 school days of receiving notice of the suspension if:

- The exclusion is permanent;
- It is a fixed-period suspension which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- It would result in a pupil missing a public examination or national curriculum test.

Where the governing board decides not to reinstate a permanently excluded pupil, parents must be informed of their right to request an independent review panel and how to make an application.

Power to use Reasonable Force

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Wherever possible, staff are encouraged not to use reasonable force, however, certain circumstances may necessitate some use of physical force as a last resort. At our school key teaching and support staff have been regularly trained by BellsCroft Consultancy.

The school can use reasonable force in situations such as:

- To prevent a pupil behaving in a way that disrupts the safety and welfare of themselves and others;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a consequence – it is always unlawful to use force as a punishment.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force with a pupil is proper and necessary;

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil, though staff must ensure they are careful not to engage in too much physical contact when consoling a distressed pupil.
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

The Role of the Headteacher and the Senior Leadership Team

It is the responsibility of the Headteacher, under the Education Inspections Act (2006) and subsequent Department for Education guidance (2012), to implement the school Positive Behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.

The Headteacher and Senior Leaders will support staff, by setting out the expected standards of behaviour in the Positive Behaviour policy and by supporting staff in the implementation of the policy.
Where a breach of behaviour policy occurs and after 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, the Headteacher may decide to suspend a pupil for a fixed term or permanently exclude.
For permanent exclusions the Headteacher must, without delay, notify the governing body and the local authority. For fixed term suspension (under 5 days per pupil) the Headteacher must notify the local authority and governing body once a term.

Appendices

Appendix 1: **Pupil Reintegration Form**
Appendix 2: **Class Behaviour Record**
Appendix 3: **Behaviour Protocol**

Appendix 1

Pupil Reintegration Form

Name of pupil	
Year Group/Class	
Date of meeting	
Adults present	
Notes from meeting	
Future actions	

Signed _____ **Date**_____

Appendix 2- Class Behaviour Record

Class Behaviour Record

Class: _____

Date	Name	Session *(lesson, breaktime, transition, assembly etc.)*	*Please tick appropriate box/es*				Incident Details - Stages 2-4 *(Stage 5+ Incident Form completed)*	Follow-up Actions *(if applicable)*
			Stage 2	Stage 3	Stage 4	Stage 5+		

Appendix 3

Behaviour Protocol

Stage		Decision	Carlton Colville School Rules				Consequence	Reporting	Recording
			Be Polite, Look After Our School, Try Your Best			Show Kindness & Empathy			
			Physical	Verbal	Our School				
1	Stop and Think	All Staff	Low level disruption to learning and/or others				Reset at end of session		
2	Yellow	All Staff					Reset at end of session		
3	Cumulative Red	All Staff	Repeated 'Yellow Card' behaviour				See CT &Miss break (CT/SLT)		CPOM
4	Straight Red	CT/HLTA/ TA	Low-level, deliberate physical behaviour e.g. Pushing	Rudeness and showing a lack of respect	Not taking care of school equipment and/or the environment	Deliberate act of unkindness towards others causing distress	15 Min Out of class & Miss break (CT/SLT)	CT	CPOM
5	Repeat of Straight Red	CT/HLTA	Repeated Stage 4 Behaviour				To JR/SA/JC/NW - 30 Min	CT	CPOM
6	Internal Suspension	JR/OS/SA	Significant intimidating or threatening behaviour				Out of class for agreed sessions. Miss agreed free time	JR/SA/JC	CPOM
			Significant and intentional physical injury of peers	Insulting and offensive language or behaviour intended to cause upset	Deliberate intent, resulting in significant damage				
7	External Suspension	OS	Premeditated and high-level physical harm of peers	Uncontrolled and violent abusive language designed to threaten and intimidate			As decided by OS	OS	CPOM & Formal Suspension Letter
			Physical attacks on or intimidation of staff	Verbal abuse and/or aggression towards staff					
			Continued Stage 6 behaviour that leads to an inability to ensure the safety of the child or those around them.						

Carlton Colville School Rules			
Follow Instructions			
Stage		Reason	Consequence
1	Stop and Think	Refusal to follow adult instruction	Repeat Instruction
2	Yellow	2nd Refusal	Warning
5	Straight Red	3rd Refusal	To SLT - 30 Min

A good level of behaviour, attitude to learning and a high standard of work are the expected and not the exceptional. Rewards should be used sparingly to acknowledge significant achievement and outcomes beyond the expected.

Continued refusal to follow instructions and/or to comply with sanctions may result in an escalation of consequences.

CPOM **MUST** be completed by the adult who was originally involved in an incident.

Any Individual Behaviour Plans in place supersede this protocol.

In the rare instances where pupils are required to work out of class, the class teacher will set appropriate work to be completed.