

THE CAREY FEDERATION



Aim High; Be Resilient; Take Care of Each Other

Behaviour Policy

May 2026

This policy should be read alongside the Ant-bullying Policy.

The schools in The Carey Federation are inclusive and nurturing schools. As a small schools, we know our children and families well. This is a strength, as these relationships enable us to intervene early, in partnership with parents, to address negative behaviours causing interruption to learning for the child or others. In the first place, this may mean reminding children of the ethos we have established, through our motto: 'Aim High; Be Resilient; Take Care of Each Other' and through our Carey Qualities, particularly: 'Be Respectful' and 'Build Relationships'.

It could mean understanding that a particular child needs extra support, as they are facing additional challenges for a short period of time. When negative behaviours cause longer term issues, we need to look carefully at potential triggers, make positive adaptations and provide the right support to ensure long term success.

Otherwise, the consequences and impact of negative behaviours can be profound and life-long.

Aims:

- to reduce negative behaviours causing distraction/harm, requiring intervention or sanction;
- to develop a shared understanding of how we manage behaviour, which can be applied equitably;
- to set out a clear procedure that is predictable and can be taught and learnt by children, to prevent issues;
- to allow effective learning.

Federation Ethos:

'Aim High; Be Resilient; Take Care of Each Other' is our Federation motto and underpins how we support positive behaviour.

Aim High: Staff model high standards of behaviour, both with children and each other at all times. They encourage children to 'Aim High' with their behaviour at all times.

Be Resilient: When a child makes a mistake and their behaviour slips, we help them to understand that this does not define them and once they have acknowledged the behaviour and received the appropriate sanction, we draw a line under the behaviour. We encourage the child to 'Be Resilient' and move forward positively with a renewed 'Aim High' attitude to positive behaviour.

Take Care of Each Other: This underpins the reasoning behind what we are asking children to do and the child will be asked if they consider their behaviour to have reflected this. In addition our Carey Qualities of 'Be Respectful' and 'Build Relationships' are used to support children's understanding of positive behaviour.

The Curriculum and Learning

An appropriately structured, well-balanced and well-planned curriculum teaches children to appreciate and value the world and other people. The PSHE and RSE curriculum, in particular, contribute to positive behaviour in school, through teaching children about their emotions; how to understand themselves and others; and how to form and sustain mutual, caring relationships. In part, this is planned using SCARF materials and other resources, which enable us to cover the requirements of the National Curriculum and the Relationships Education framework of July 2025, as a minimum.

For adults to understand and share, at an appropriate level, how our brains influence our emotions and how our emotions can influence our behaviour, is important. It can help us learn to recognise and manage our responses to different situations and challenges.

Learning experiences which promote an 'Aim High' mind-set can help children to overcome frustration, build resilience and understand how they can aspire to achieve their full potential across all areas.

Classroom Management

How a classroom is managed has a huge influence on children's behaviour. A positive, nurturing environment, where children feel valued, and where there are clear, shared, fair boundaries, will promote good behaviour. The classroom environment gives clear messages to the children (implicitly or explicitly) about the extent to which they are valued, through interpersonal exchanges and the adult responses to each child's work and behaviour. Therefore, the teacher needs to set out to 'Build relationships' of mutual respect and encourage the most helpful behaviours, by explicitly noticing and naming them. Children need to have both a sense of belonging and clear, fair boundaries; they need to understand both their rights and their responsibilities. Class Rules, updated at least yearly, helps to clarify rules, rights and responsibilities.

In lessons, activities should meet needs so all pupils can achieve. In the same way, sometimes the enforcement of boundaries needs to be adapted, when we come to understand the barriers certain children may face. Through planning for the needs of all pupils, active involvement of pupils in their own learning and structured feedback, teachers foster positive behaviours in class for all pupils to thrive.

Teaching methods should inspire, enable, motivate and invite active participation. Praise is used to encourage examples of positive behaviour as well as good work. Some children, who find overt praise difficult at times, can receive praise for specific actions, if given sensitively and appropriately.

Addressing low-level behaviours quickly and firmly and promoting positive behaviour for learning is fundamental in maintain good behaviour standards and avoiding escalation. Home-School partnerships are key so parents are informed if a pattern of negative behaviour is beginning to emerge.

Where a child requires additional emotional support (e.g: cannot take praise, or is withdrawn), an adult who gets on well with the child may become their 'go-to' person, who can mediate, coach and prevent escalation.

Alongside reminders of what is expected, when necessary, the teacher needs to be able to ensure all children have their right to a safe, calm and productive learning environment. Therefore, alongside other consequences, 'Time-Out' can be a helpful tool: 'This approach to time-out addresses the nature, and effect, of peer audience and not easily reinforcing the child's attentional/power-seeking behaviour.' After suitable reminders, and if a child is unable to contain their emotions safely, an adult should tell the child to go to a safe area where they can calm, away from others but supervised. If a teacher or teaching assistant are unable to achieve this, then the Headteacher or senior teacher, needs to intervene, or the class, if necessary, can be taken elsewhere.

Following this time to calm, an assessment needs to be made as to the situation and how to proceed. If the child already has a Co-regulation Plan, this should be part of it. If they do not, one should be considered, in consultation with Head/SENCO. Managing persistent behavioural issues can

be challenging. Support for staff is available, to support the management of behavioural issues in the classroom e.g: advice, supervision, or coaching.

To enable effective learning, we all have the RIGHT TO:

- listen and have a chance to talk
- equal access to resources and space
- feel safe and cared for
- make good choices
- be treated with respect and compassion

To enable effective learning, we all have the RESPONSIBILITY TO:

- Listen and allow others their chance to talk
- Share resources and space fairly
- Respect other people's right to feel safe and cared for
- Take responsibility for our actions and make amends
- Treat others as we would like to be treated

Rewards, Praise and Positive Noticing

Ultimately, through positive reinforcement, we aim for our children to become intrinsically motivated; for them to find reward within their own positive behaviour. However, teachers may use Class Dojo points / house points and other class room rewards such as 'marbles in the jar' to support children to reach this point.

In weekly Celebration Assemblies children receive certificates for working towards one of the 'Carey Qualities'. This recognises the process of working towards 'Being Respectful' or 'Building Relationships' rather than an end point because we understand that this a continuous process.

Creating a Culture of Positive Behaviour

Discussing the behaviours you want to see and those you don't want to see in advance of an activity, lesson, playtime, trip etc. makes expectations clear and can prevent the unwanted behaviours.

Keep the discussion positive e.g. what kind of behaviour do I want to happen on the play ground, trip etc. ... e.g. letting people play with you, calm games, sharing, listening to adults, using a calm and respectful voice, kind hands & kind feet etc.

Praise to say you know they will do this; encourage Aiming High. Then ask which behaviours we don't want to see including lower level boisterous, rowdy behaviour, shouting, play fighting.

Procedures for Dealing with Behaviour Incidents

Clear and consistent approaches are important in the majority of situations, but children facing barriers to learning how to behave will need to be treated on an individual basis. Staff know our children and their individual needs well.

When discussing behaviour with children staff should make every effort to be on the same level as the child e.g. by sitting down or crouching.

Staff need to use any sanction fairly. It is important to seek advice if negative behaviours are becoming an issue. It is important to identify the trigger for the inappropriate behaviour or action, and set a positive target to support and achieve the appropriate behaviours and actions.

Where staff have identified behaviour or actions which concern us, we will always inform and/or discuss this with parents. If the concern is ongoing, the teacher will agree to monitor this with parents. The Headteacher will be informed and involved and the SENDCO, will also be aware of any ongoing issues, and will actively engage in supporting a child and parents to successfully achieve positive behaviours and actions. CPOMS will be used to record and monitor.

All incidents between children, even low level, must be reported to the class teacher and followed up. Each child to be spoken to separately, without raising voice or showing annoyance or irritation, unpick what has happened, sometimes drawing out where they were can help elicit exactly what happened and praise for honesty and help them understand the impact of their actions. How could they react next time. End by drawing a line under what has happened and move forward positively having discussed strategies to avoid this in future. Remind children not to discuss once back in class. Phone each parent, preferably before end of school.

All inappropriate behaviour in school, and where appropriate outside school, will be followed up. This may include behaviours outside of school hours and beyond the school gate where the headteacher considers there is a significant impact or implication in school. In such cases parents will be informed. Examples of such situations may be where a child is at risk on the roads around school through inappropriate behaviour, or where a child is intentionally hurt by another outside the school gate, behaviour on the school bus and on-line bullying.

The use of consequences should be characterised by:

- Being clear why the sanction is being applied;
- Making clear what changes in behaviour need to be made;
- Being directed at the individual not the whole class;
- Ensuring pupils know it is the behaviour or action that is inappropriate not the individual.

CONSEQUENCES: should be calmly and consistently applied, unless there is reason to adjust your response (Age/SEN). No matter what systems are in use, it is acknowledged that some children will find it difficult at times to cope with everyday school life. In these cases, the sanctions that we have agreed are based on the principles that:

- It is the inappropriate behaviour that we wish to eliminate
- We wish to replace the inappropriate behaviour with appropriate, which can be acknowledged and rewarded
- Sanctions must take account of context
- They should, where possible, be immediate
- They will increase in seriousness

All incidents of unacceptable behaviour will be met with a warning and an explanation of what the consequences of the action will be if repeated. We aim to catch children before they misbehave. If we are unsuccessful, then we have agreed the following:

- One or two warnings, depending upon the severity of the behaviour.
- Remove child from chosen activity or place for a short while 'Time Out'
- Keep child in at playtime for a specified time.
- Lose some privilege. (E.g. lose some 'golden time')

- Child speak with Head Teacher.
- Teacher to speak to parents.
- If escalating, Head Teacher to speak to parents.
- Head Teacher / teacher to work with parents to draw up a behaviour plan

Any missed playtime must be time specific and care should be taken that the child has time to go to the toilet and have a drink (or snack if appropriate). The child should be supervised by a member of staff in an appropriate place, e.g. a classroom or headteacher's office. They should not be in a corridor or somewhere public where they could feel humiliated.

Persistent and / or Harmful Behaviours

Although persistent and / or harmful behaviours are very rare in The Carey Federation, it is important to be clear on our policy should such behaviours arise. These include, physical assault or verbal abuse, actual harm or damage to person or property, peer on peer abuse, sexist, homophobic or racist behaviour, bullying or victimisation. All such incidents should be logged on CPOMS with outcomes and the number of each incident shared with the Governing Body.

The headteacher must be informed of any such incidents, parents will be informed and engaged in the process of supporting their child to change their behaviour.

The first step to change the child's behaviour is to engage them in Restorative practice, which brings those harmed by and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. Restorative practice can be used to prevent conflict, build relationships and repair harm by enabling people to communicate effectively and positively. Parents of both the child responsible for harm and parents of the child who has been harmed will be informed.

Sanctions and a Behaviour Support Plan as described above may be appropriate in the first instance.

However, a decision by the headteacher to exclude a pupil, may 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.

In making a decision to exclude a child, the statutory guidance

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Physical Intervention

The Federation recognises that physical intervention is one form of **restrictive intervention**. Restrictive interventions include any physical or non-physical action that limits a pupil's movement, liberty or independence in order to maintain safety. This includes the use of reasonable force and, where applicable, seclusion.

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness on the school CPOMS system. Records must include who was involved, what happened, why the intervention was necessary, the type and duration of the intervention, the outcome and any follow-up actions. Parents or carers will be informed of any significant restrictive intervention **as soon as practicable**, usually on the same day, unless this would place the child at increased risk.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Physical intervention and other restrictive interventions are used **only as a last resort**, when all reasonable de-escalation strategies have been exhausted, and only to maintain safety.

Any use must be **lawful, necessary, proportionate and time-limited**, and cease as soon as the risk has reduced.

Restrictive interventions, including reasonable force, must **never** be used as a punishment, to enforce compliance, or as part of routine behaviour management.

The school prioritises **early intervention, relational practice and de-escalation strategies** to reduce the need for restrictive interventions.

For pupils with SEND or additional vulnerabilities, behaviour support plans and risk assessments identify proactive strategies, reasonable adjustments and de-escalation approaches to minimise the need for restrictive interventions.

Staff must always use the **least restrictive option available**, applying professional judgement in response to the level of risk presented.

Following any restrictive intervention, the incident will be reviewed. Where appropriate, behaviour support plans, risk assessments and reasonable adjustments will be updated to reduce the likelihood of recurrence.

The governing body monitors the use of restrictive interventions, reviews patterns and ensures compliance with statutory guidance.

Mobile Phones

As of early 2026, the Department for Education (DfE) in England advises that all schools should be mobile phone-free environments by default to reduce distractions and improve behaviour. Guidance stipulates phones should not be used during lessons, break times, or lunchtimes. Schools are implementing various methods, including lockers or locked pouches, with a statutory ban in development

In The Carey Federation, children must not have mobile phones in school or on school trips and visits, including residential trips. The only exception is if a phone is required to support a child with a medical condition e.g. Diabetes. In these circumstances, the child must not use it for any other purposes other than to support the medical condition.

We would not expect the majority of children to require a phone when travelling to and from school, however, if children are travelling independently – walking or using public transport and their parents feel they require a phone, these must be handed in to the school office on arrival and collected on departure. Please note we do not have lockers or pouches for mobile phone storage, so phones handed in are at own risk.

Updates to Policy

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| September 2023 | No changes since policy was implemented June 2022 |
| September 2025 | Updated link to August 2024 latest version of guidance |
| May 2026 | <p>p.2 Relationships Education Framework updated to 2025</p> <p>p.3 Behaviour Care Plan changed to Co-regulation Plan</p> <p>p.4 paragraph <u>Creating a Culture of Positive Behaviour</u> added</p> <p>p.4 Final paragraph and into p. 5 added</p> <p>Starting p. 5 – additional section on Physical Intervention based on guidance from April 2026</p> <p>p.7 Mobile Phone section added following latest DfE guidance</p> |
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