Carleton Rode & Forncett St. Peter CEVA Primary Federation

Carleton Rode and Forncett C.E.V.A. Primary Schools' ethos is founded on the belief that we should love our neighbour as we love ourselves and show this by treating others as we would like to be treated.

Positive Behaviour Management Policy

Formally adopted by the Governing Board of:	**Carleton Rode & Forncett St. Peter CEVA Primary Federation**
On:	**October 2025**
Chair of Governors: **Danielle Broughton & Ben Stodel**	
Review due:	**October 2026**
Signed by Executive Head: **Callum Richards**	

'Kindness, Honesty and Perseverance'

This policy and our practice have been inspired and influenced by the book 'When the Adults Change, Everything Changes' by Paul Dix (2017).

"Schools that believe children should get what they deserve, respond to poor behaviour differently to schools that believe children should get what they need"

Paul Dix, 'When the adults change, everything changes' (2017)

At Carleton Rode and Forncett St Peter CEVAP Federation we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not there to punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff (and information for parents / carer and governors) in order to promote safe, kind and respectful behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with a member of SLT.

Our policy guides staff to teach self-discipline, for our pupils to learn and feel the intrinsic value of doing the right thing and making the best of the opportunities in front of them. It echoes our core values of honest, kindness and perseverance with a further emphasis on respectful behaviour and a partnership approach to managing and supporting those who get it wrong.

Aim of the Policy

• To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.

• To enable staff to support children with their feelings and behaviour through providing pupils with strategies to manage their own feelings and behaviour.

• To maintain a calm and purposeful working atmosphere.

• To ensure that all pupils and adults have a sense of belonging, feeling safe, secure and valued.

• To provide a clear, fair and consistent approach to behaviour.

• To foster, nurture and value strong and healthy relationships.

• To ensure that our pupils are intrinsically motivated to do the right thing because it is the right thing to do.

• To ensure that everyone is valued for who they are and represent the best version of themselves.

At Carleton Rode and Forncett St Peter CEVAP Federation, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely. We want to encourage these children and to help and encourage the children who may find it difficult to behave safely at all times, to understand and manage their behaviour more safely.

Recognition systems to promote safe behaviour

As a starting point, we have in place a variety of systems to promote safe behaviour:

• Clear and concise expectations of behaviour will be described, modelled and encouraged through collective worship, playtimes, lunchtimes and in class time to ensure that all children understand what is acceptable and safe.

• Unconditional positive regard will be reinforced with all pupils and stakeholders at all times

• Verbal and written praise from the class teacher or other adult in school for good learning, effort or behaviour.

• Children who have done some great learning will be asked to share their learning with other teachers and classes.

• Teachers will share information about a child's behaviour – either by the phone, face-to-face, email to parents / carer – to celebrate kind, respectful and safe behaviour.

• The awarding of individual class 'Do-Jo's' are used in every class as well as Headteachers Award booklets.

We will always praise effort rather than intelligence. Focus on "process praise", praising pupils for their progress, their effort, their strategies, and their ability to improve.

Supportive systems to understand and change unsafe behaviour

We understand that occasionally children will make the wrong choices. When children make the wrong choice, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way.

Our positive behaviour management policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn. Our restorative approaches are based on three key features:

KINDNESS – for everyone by listening to other opinions and learning to value them and ultimately showing respect to everyone around you.

HONESTY - taking responsibility for your own actions.

PERSEVERANCE - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

These three core values are underpinned by the ready, respectful and safe mantra.

Our Federation uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff are aware of restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low-level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests.

Consequences and Rebuilding Relationships

"For children who won't do as they are told the solution is to punish them, in increments of severity, until they give up, regardless of how long that might take (if ever) … For children who fear the punishment road it can be a deterrent … but punishment is not a good teacher. It is a blunt instrument, occasionally scattergun and often disproportionate. Restorative approaches teach behaviour. Simple." ***Paul Dix, 'When the Adults Change, Everything Changes'***

Our pupils will get things wrong; they will make decisions that strain relationships and require teacher intervention. This policy seeks to outline the strategies that can be employed to best fit the situation and the individual involved. However, strip away the core values, the 'Ready, Respectful, Safe' mantra, the rewards and the consequence ladders and behaviour management boils down to the difficult conversations with a young person in a moment of tension. It is these moments that lie at the heart of good relationship and behaviour management.

Paul Dix champions an approach that limits teacher interventions on poor behaviour to thirty seconds, interrupting and disrupting thought patterns quickly and effectively. The premise is that the longer each interaction around behaviour takes for the few, the less time we can give to the many. To use Dix's words, "It is a carefully planned, utterly predictable and safe way to send a clear message to the child: 'You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today."

These steps, focusing on small but certain consequences with a strong restorative element, mirror the broader Positive Behaviour Management Policy within the Federation. Following these will manage the large majority of behaviour challenges.

The 30 Second Intervention

Step One Reminder	A reminder of the 'Ready, Respectful, Safe' mantra and school values, delivered privately whenever possible. Repeat reminders if reasonable adjustments are needed. Take the initiative to keep things at this stage.
Step Two Caution	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and carefully outlining the consequences if they continue. Use the phrase, "Think carefully about your next step."
Step Three Last Chance	Speak to the pupil privately and given them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Add, "Stay behind for two minutes after class." When a pupil reaches this step, that two minutes is owed; it cannot be removed, reduced or substituted.
Step Four Intervention	Sharp intervention is now needed. A quick change in seating position, a short period outside the classroom to calm down, a removal to another class – use the strategy that best suits the context from the suggestions that will follow.

Step Five Repair	This might be the conversation at the end of the lesson, or a quick discussion as the pupil enters the next lesson, or a more formal meeting.

When a teacher has exhausted all of those strategies available in a consequence stage, support should be sought. However, and this is very important, responses to a pupil's behaviour are not being escalated, but a partnership is being requested to enable the restoration, the redrawing and the repairing of that relationship.

A Partnership Approach to Restoring, Redrawing and Repairing

Some behaviours will require an immediate response from more senior members of staff. These are indicated in the tables that follow.

However, when support is required to restore a relationship in a classroom, a partnership will be created, with a member of SLT working and sitting alongside the member of staff wishing to improve a pupil's behaviour. As Dix notes, "if all of your effort is directed at forcing the child to complete the punishment with a member of staff further up the hierarch, then there is no connection, no mirror being held up to the child, no calm examination of where they went wrong and what they can learn for next time." Thus, in the management of behaviour, follow up is essential. Pupils respect this consistency, the teacher who persistently keeps track, never lets it lie and ensures that every pupil's is dealt with personally. This allows relationships to be built and rebuilt, for respect to grow and for certainty to grow into trust.

Partnership between member of staff and SLT might look like:

- A reparation meeting that explores what has happened, what was each party thinking, who was harmed and why, what each party has thought since, what behaviours are needed in the future to rebuild the relationship.
- Develop an action plan for the next lesson with agreed consequences if the required actions are not met, but positive outcomes if they are.
- Agree 'payback' work to be completed in the pupil's own time, to be shown to both the class teacher and SLT member.
- Review seating plans, level of support or challenge being provided.
- Facilitation of a Team Around the Child (TAC) meeting with other pertinent members of staff (SEND, Safeguarding, Class Teacher), or formal review meeting or restorative conference with parents where an action plan and review meeting will be determined; formal behaviour contracts to be agreed along with 'payback' by all parties.
- Making it clear with the pupil that heightening impositions will be quickly imposed if behaviour is not reconsidered and relationships rebuilt; equally, always presenting the pupil with a way forward, a way to rebuild.
- Exploration of support that can be offered by the Pastoral Support worker works in school.

Stage One – Class Teacher

Examples of behaviour	Range of responses available	How is this recorded?
Low Level Disruption **READY** Poorly produced work, lack of engagement within lessons, not lining up correctly. **RESPECTFUL** Unkindness to peers, not listening to staff, lack of engagement or effort **SAFE** Misuse of equipment, not following instructions	Remind pupils of 'Ready, Respectful, Safe' using the '30 Second Intervention Strategy'. Giving pupils choice (opportunities to conform without losing face) Last to leave and subsequent reflection Movement within class Imposition Issued to complete or catch up on work Temporary movement to another class Two minutes 'cool down' outside classroom When / then agreements Removal from activities Discussion with colleagues over successful strategies Set short term goals and strategies if needed Liaise with SENCO to determine if additional support is required.	Recorded by class teacher in class.

When strategies have been exhausted, seek support and partnership at Stage Two.

Stage Two – SLT support

Examples of behaviour	Range of responses available	How is this recorded?
Persistent Low Level Disruption **READY** Persistent work issues, persistent equipment issues, failure to complete substantive pieces of work relevant to age. **RESPECTFUL** Disdain to members of staff, sustained rancour with pupils in the class; sustained lack of engagement **SAFE** Dangerous use of instructions; non-compliance with expectations, guidelines and requests.	Removal from lessons to another class for a fixed period Targets set and reviewed following each lesson Communication home (phone call, letter home) In class support (Pastoral Worker, SLT, 1:1 TA) Liaise with SENCO for support and specific advice if applicable.	Recorded on CPOMS (Behaviour – Stage Two) Copies of Reports, and Action Plans to be shared and placed within Pupil File.

When strategies have been exhausted, seek support and partnership at Stage Three.

Stage Three – Deputy Headteacher

Examples of behaviour	Range of responses available	How is this recorded?
Cause for Concern No response to Level 2 strategies. **READY** Refusal to complete work in lesson. **RESPECTFUL** Physical or verbal aggression towards peers, bullying behaviours, prejudice related incident, disrespect towards staff **SAFE** Dangerous behaviour, bringing in dangerous items.	Removal from specific lessons which have been identified as a trigger Pupil TAC Meeting called (with pupil, parents, teacher) Action Plan, review date and Behavioural Contract Student placed on Report, meeting daily to review progress and communicate with parents. Formal mentoring Mediation meeting with pupils and staff Educative approach – leading an assembly, organising an activity for affected pupils.	Recorded on CPOMS (Behaviour – Stage Three) Copies of Reports, and Action Plans to be shared and placed within Pupil File.

When strategies have been exhausted, seek support and partnership at Stage Four.

Stage Four – Headteacher

Examples of behaviour	Range of responses available	How is this recorded?
Serious Cause For Concern No response to Level 3 strategies; a serious cause for concern around the school, very serious incident from outset. **READY** Theft. **RESPECTFUL** Swearing or physical aggression directed to a member of staff. Behaviour threatening the safety of pupils or members of staff **SAFE** Purposefully breaking equipment	Internal Exclusion TAC meeting with pupil, parents, Deputy Head, other key staff – Action Plan, review date and Behaviour Contract Post Exclusions Support work to include weekly meetings with our Pastoral Support Worker who will facilitate dialogue between the pupil and their teaching staff, identify barriers and find solutions. Support to include in class visits, weekly dialogue with parents Fixed Term exclusion Managed move to another school Internal Exclusion at Federated School Permanent Exclusion	Recorded on CPOMS (Behaviour – Stage Four) Copies of Reports, and Action Plans to be shared and placed within Pupil File.

Further support if required

At Carleton Rode and Forncett St Peter CEVAP Federation we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that sometimes this can be different for every child who has their own packet of needs so may look different in each individual case.

As much as all classrooms embody the nurturing ethos, some children who need extra support may access pastoral support. This may be on an ad-hoc basis in that there has been an unforeseen circumstance (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing.

Other children who need more specialised support will be identified and assessed in order to support gaps in their development. They will have a short-term set timetable of time to spend with pastoral support before being integrated back into their class.

Use of Restrictive Intervention

This guidance outlines the updated expectations for all staff following the new Department for Education (DfE) guidance on Restrictive Interventions in Schools. These procedures apply to all maintained schools, academies and independent schools in England and must be followed whenever an intervention limits a pupil's movement, liberty, or independence.

At Carleton Rode and Forncett St. Peter CEVA Primary Federation, we are committed to maintaining a safe and respectful learning environment for all pupils and staff. On rare occasions, it may be necessary for staff to use reasonable force to ensure the safety and well-being of pupils and others within the school community.

Definition of Restrictive Intervention

The term *restrictive intervention* refers to the use of any action that limits a pupil's movement, liberty, or independence, whether physical or non-physical.

This can include:

- **Control:** Passive or active physical contact, such as standing between pupils to prevent conflict or guiding a pupil by the arm.
- **Restraint:** Holding back a pupil or preventing movement when necessary to maintain safety, such as breaking up a fight or preventing harm.
- Blocking a pupil's movement
- Leading or guiding a pupil who is resisting
- Preventing a pupil leaving a room or space
- Isolating or separating a pupil from others

All interventions must be proportionate, applied with the minimum force necessary, and used only for as long as required.

Our School Approach: Prevention First

The DfE guidance places a strong national emphasis on prevention. Staff should always prioritise strategies that reduce the likelihood of escalation.

Staff will focus on:

- Relational practice – building positive, trusting relationships with pupils
- Proactive behaviour management
- Early identification of triggers
- De-escalation strategies
- Supporting pupils with additional needs through behaviour planning

Restrictive intervention should only ever be used as a last resort where there is a risk of:

- Harm to the pupil

- Harm to other pupils
- Harm to staff
- Serious damage to property

Any intervention must be reasonable, proportionate and necessary.

Who Can Use Reasonable Force?

All school staff have a legal power to use reasonable force under Section 93 of the Education and Inspections Act 2006. This includes teachers, teaching assistants, and support staff.

Staff Training and Reporting

Staff are trained in behaviour management and de-escalation techniques. Where necessary, specific staff members receive additional training in safe handling and restraint procedures.

Incidents involving the use of restrictive intervention will be recorded and reviewed. Parents/carers will be informed when force has been used with their child in a serious incident, on the same day.

Complaints and Accountability

Any complaints about the use of force will be investigated in line with the school's safeguarding and complaints policies. If a member of staff acts within the law—using force proportionately to prevent harm—they will have a strong legal defence.

By embedding clear guidance on the use of reasonable force within our Positive Behaviour Management Policy, we ensure that staff, pupils, and parents understand when and how physical intervention may be used, always prioritising the safety, dignity, and well-being of all members of our school community.

Anti-Bullying

We are committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with a member of the senior leadership team. A clear account of the incident will be recorded on CPOMS. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Our definition of bullying is: “The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.



Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils’ wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Using collective worship to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, , social and emotional learning, circle time.
- Secure the safety of the target of bullying/ Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons and newsletters home.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant).
- Ensuring staff on duty are trained and we have a range of activities at lunchtime to promote positive play.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns, our staff are trained to listen and to believe. We involve children as far as possible in finding solutions.

Responding to Bullying

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

