



# Carr Infant School

Confidence - Communication - Creativity

## School Behaviour & Exclusion Policy

Approved by	SDC
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# 1 Rationale

As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes towards learning. During the creation of our behaviour support model we have referred to the six recommendations from the Education Endowment Foundation (EEF) for Improving Behaviour in Schools.

We want the children to develop self-respect and respect for others, and to know that they are listened to and valued. We want them to learn and listen, discuss and respect the views and beliefs of others. We have consistently high expectations of behaviour throughout the school. We define behaviour in the following way:

*Behaviour is how someone regulates (or doesn't regulate) what they do or say, especially in the context of what is expected at the time.*

This policy is closely linked to our core purpose 'To inspire confident, resilient children who will thrive throughout their lives'; we promote confidence, communication and creativity.

We are a caring, inclusive school and aim for every member of our school community to feel valued and respected. We believe that all relationships should be based on fairness, honesty, courtesy and consideration. The Behaviour Policy is therefore designed to encourage the way in which all members - pupils, staff, parents/carers and governors can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount.

# 2 Statement of Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos.
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels safe and happy.
- To support pupils who have behaviour difficulties whilst ensuring that their behaviour does not affect the learning opportunities of other pupils.
- To work in partnership with parents/carers listening to those who have difficulties or concerns with their child, by sharing our vision of good behaviour and our strategies to achieve this.
- To maintain a fair, impartial, consistent and safe system of managing behaviour.
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others.

In order for children to achieve their maximum potential, socially, emotionally and academically in school they must feel safe from physical and verbal aggression and disturbance and feel happy and secure.

It is the responsibility of every adult in school to ensure that the pupils understand what is expected of them in terms of behaviour. We have a whole school approach to behaviour and we ensure that behaviour standards are consistent throughout the school.

# 3 Behaviour Curriculum

## 3.1 Consistency in Approach

Consistency is key to an effective whole school behaviour approach, and these aspects of our approach will be consistent:

- Consistent language; consistent response: Simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Never passing problems up the line, teachers, teaching assistants and midday supervisors taking responsibility for behaviour interventions, seeking support but never delegating.

- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent approaches: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing and promoting appropriate behaviour.
- Consistent respect from the adults - even in challenging situations.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside the pupils.

### 3.2 Expected Behaviours

Children need to have clear boundaries and know what is expected from them. We have high expectations of behaviour for every child. So that the children are aware of our expectations regarding behaviour, they are shared with the children, explained to them and displayed in their classrooms. Behaviour needs to be continuously taught, modelled and reinforced.

**The expectation at Carr Infants and Nursery School is that all pupils are:**

#### **Ready**

- To learn; listen, have what you need, follow instructions
- To try something new; take on a challenge, work things out, ready for new experiences, share ideas
- To work together; make friends, smile and play, ready to help and be helped, talk together, share feelings

#### **Respectful**

- To others; their feelings, beliefs and opinions
- To other things; how we use and react with things around us, both living and non-living

#### **Safe**

- Keep yourself safe; make good choices about what you do and say
- Keep others safe; kind hands, kind feet, kind words
- Keep other things safe; how we use and react with things around us, both living and non-living

## 4 Zones of Regulation

Zones of Regulation encourages children to recognise their own emotions, so they can regulate their emotional response and their behaviours. We use the Zones of Regulation to understand that the emotion being felt is not a choice, however the reaction to that emotion usually is.

We recognise the need for behaviour and regulation to be 'taught' and ensure that appropriate behaviour is discussed within the 'whole day' curriculum (assemblies, PHSE etc.) as appropriate. As part of our taught wellbeing curriculum, we dedicate specific curriculum time to teaching the children vocabulary needed to support their emotional literacy. We also ensure that pupils and staff new to the school are fully inducted into the expectations and approach of the school.

We introduce the children to four zones of regulation which are displayed in each classroom; green zone (ready for learning), blue zone (tired, slow), yellow zone (fizzy and hyper vigilant) and red zone (time out needed). As a school we use the language of the zones to identify how children are feeling and suggest sensory activities that can be used to co or self-regulate back to green zone, ready for learning. [A progression of vocabulary is taught as the children move through the school].

Through the emotional literacy teaching, we encourage independent application of self-regulation whereby children can identify the zone/emotion they are feeling and use a strategy to self-regulate.

When a child is dysregulated and displaying unwanted or inappropriate behaviour in the classroom they will be encouraged to regulate. We will follow four steps in order to help children re-regulate. These are:

- Recognising, empathising, soothing to calm
  - e.g. I understand you are feeling...
  - or I am wondering if you are feeling...
  - explain any physical or verbal signs of the emotions
- Validating the emotions and labelling them
  - e.g. I can see you are feeling...
  - and that is ok to feel like that, sometimes I feel....too,
  - describe actions that the child may be doing
- Setting limits on behaviour
  - e.g. we can't behave like that as we are not keeping everyone safe,
- Problem solving with the child
  - e.g. Next time you're feeling like this, what could you do?
  - How do you think you will react next time or if this happens again'

If a child needs some additional support to regulate, the teacher may decide to offer the child an alternative space for regulation. This might be a quiet space within the class or an agree space elsewhere. If there is persistent dis-regulation staff may decide to utilise, with the child, a Zone of Regulation Daily Tracker and from this create a Zones of Regulation Plan to support the child with recognising triggers and accessing strategies.

## 5 Sanctions, Recognition and Rewards

### 5.1 Recognition and Rewards

We have many positive reinforcements which help encourage children towards good behaviour. Positive reinforcement promotes self-confidence which in turn promotes learning.

These may include:

- Verbal praise
- Work valued and displayed
- Dojo points
- Stickers
- Certificates
- Class rewards
- Speak to parents/carers
- Postcard home

### 5.2 Restorative Approach

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

At Carr Infants, our approach to behaviour incidents is restorative rather than retributive. Using the language of reflection encourages self-control and restoration of relations. Behaviour is a symptom of feelings, emotions and experiences that a child possess. For us to truly impact behaviour, we need to understand the cause of the behaviour and importantly, the child needs to understand the cause of their behaviour too. To allow this learning to take place, we use Restorative Justice.

Restorative Justice allows for a constructive conversation to take place which allows a perpetrator to reflect upon their actions, apply empathy to the situation to understand the effects on other and allows them to grow by deciding on what we need to do to fix the situation that has resulted from the behavioural incident. This then leads to meaningful change and results in behaviour improving for the future.

Below is the basic scaffold of a conversation a member of staff will use when applying this method:

1. Can you tell me what happened? (This empowers the individual to share their perspective of the event)
2. Who was affected by what happened and how? (This encourages the individual to reflect on the wider impact of their actions and the child begins to empathise)
3. What can we do to put things right? (The child takes responsibility but knows you are there to support the process. An agreed consequence is actioned)

If a member of staff feels confident enough to develop a further connection with the pupil, particularly if the pupil is consistently struggling with behaviour, then they can try the following sequence of questions:

- Can you tell me what happened?
- What were you thinking at the time?
- What are you thinking about now?
- How did it make you feel?
- Who else has been affected by what happened?
- What has been the hardest thing for you?
- What do we need to do to put things right?

As part of the reflection process and for the recording of the conversation, we have Red and Yellow behaviour reflection forms. These link to our behaviour definitions as defined in CPOMS and Zones of Regulation. Children can complete these before, during or after the Restorative conversation. The child is active in the process of understanding any sanctions which need to occur to put things right. The behaviour reflection forms should be shared with the appropriate people as identified on the Red and Yellow forms. A copy of any Yellow and Blue forms should be kept in class. Red forms will be held by the Headteacher.

### 5.3 Recording Behaviour incidents

To support with behaviour management, staff record behaviours in CPOMS, if the behaviour warrants this, using specific defined categories. This enables senior staff to monitor behaviour incidents and ensure that the correct support is in place for the children concerned.

### 5.4 Behaviour Level Descriptors

As a school we have created a system of behaviour level descriptors to support staff in responding to behaviour and working with a child to agree actions or sanctions to put things right. These descriptors are not exhaustive, but support our consistent approach to behaviour. **These behaviour descriptors are available in Appendix 2.**

## 6 Communication with parents/carers

Parental support and involvement are essential to ensuring a positive learning environment in school. We aim to maintain excellent levels of communication with parents/carers. Where there are any concerns around a child, staff will contact parents/carers. If possible, this will be in person or by telephone. Sometimes Dojo may be the best method of communication where other methods are limited. We aim to work in partnership with parents/carers, discuss and share information and support to provide the best way to help children at school and home.

Teachers will communicate with parents if there have been any concerns around behaviour or if a child has been impacted by inappropriate behaviour. When contacting the parents of children have displayed the unwanted or inappropriate behaviour, the following language can support the conversation:

“\_\_\_\_\_ had a tricky day today and found it difficult to manage the emotion of \_\_\_\_\_. They reacted to the emotion by \_\_\_\_\_. Using the restorative approach \_\_\_\_\_ was able to voice what had

happened from their point of view and reflect on those who were impacted by the situation. We then decided together how the situation could be resolved, and we decided that \_\_\_\_\_"

When contacting the parents of children who have been impacted by unwanted or inappropriate behaviour, the following language can be used:

"We are sorry that your child was impacted by unwanted or inappropriate behaviour today. To restore the relationship between the children involved, we have \_\_\_\_\_. We have followed our behaviour policy, and the other child worked with an adult to reflect on the impact of their actions on others and how to put the situation right"

## 7 Lunch time expectations

The same high expectations for maintaining good behaviour and being Ready, Respectful and Safe will be implemented throughout lunch time. If needed lunchtime staff may seek additional support from colleagues already on duty, or if necessary the Pastoral Team can be called.

## 8 Serious Behaviour Incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour incidents must be referred immediately to the SLT.

Such incidents could include:

- Fighting
- All forms of bullying or peer on peer abuse
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults or other children
- Throwing inappropriate objects or deliberately damaging property
- Deliberately spitting at or injuring someone

## 9 Confiscation and searches

Where there is concern about a potential item which a child might have brought into school any searches or confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Please refer to this document and the summary of this guidance in appendix 5 before carrying out any confiscation or searches.

## 10 Zero-tolerance approach to Harmful Sexual Behaviour

Harmful Sexual Behaviour is developmentally inappropriate behaviour which is displayed by children and young people which is harmful or abusive. HSB can occur online and/or face to face, and can also occur simultaneously between the two.

As a school, through our PHSE and RSE curriculums, we teach the children about appropriate and inappropriate behaviour with regard to interaction with adults and children. As part of our safeguarding policy, we will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Staff refer to our Safeguarding Policy and follow the procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These procedures include clear processes for responding to a report and carrying out risk assessments. Please refer to our child protection and safeguarding policy for more information which can be found on our website.

## 11 Exclusions

In order for pupils to thrive in the school they must feel safe from physical and verbal aggression and disruption. There is a clearly defined progression of strategies which we employ when a child is struggling to meet behaviour expectations.

Where possible, and where it is deemed safe to do so, serious behaviour matters will be addressed in school, and in partnership with parents/carers. A plan of support for the child will be drawn up with the full involvement of the child concerned, their parents/carers, class teacher and any appropriate support staff. It is hoped that this course of action will avoid the need for an exclusion.

Exclusion is used as a last resort when we have exhausted all these strategies and a pupil has been unable to demonstrate an acceptable level of behaviour as set out in our behaviour policy (in this case support has been put in place in line with the behaviour support model and behaviour continues to escalate).

Where possible, the school will make use of an informal suspension. This is where a child is suspended from their normal class and playtimes. This is used as a preventative measure to demonstrate the serious nature of a child's behaviour in a way that avoids formal suspension.

Children will normally be **suspended** in the first instance for a fixed period of time. If the child continues with persistent and serious misbehaviour then the periods of **suspension** will become longer.

On their return to school an appointment is always made for the child's parents/carers to meet with the Headteacher to discuss the arrangements for the child's re-entry into school (see other sections for details).

Examples of incidents which can result in either fixed term or permanent exclusions are listed below although this is not an exhaustive list:

- Serious cases of persistent bullying, peer on peer abuse or intimidation, directed racism or homophobic comments
- Persistent refusal to comply with expectations or instructions
- If a pupil brings an item of any description into school which can be used in an offensive way to intimidate or threaten other children and/or adults and this is deemed intentional
- If a member of the school staff is verbally or physically assaulted
- A child deliberately seriously assaults another pupil
- Deliberate damage to property

It is noted that some of these behaviours may occur where an exclusion is not issued, these will be judged on a case-by-case basis with full consideration of the situation and in line with the DFE recommendation that a Headteacher must 'take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying'.

We do not exclude if a child hurts somebody in a hold (see use of reasonable force below), or they were flailing their arms and legs around.

In all cases where a fixed term exclusion is issued parents/carers will be informed. Expectations and support going forward will be discussed, an individual support programme may be drawn up and targets set to help prevent recurrence of similar behaviour in the future. If a pupil is on the SEND register then their provision will be reviewed to ensure their needs are being met in school.

Work will usually be set for a fixed term exclusion and an appointment given for parents to come to school to discuss the support that will be offered and targets set in order to avoid an occurrence of similar behaviour in the future.



Following a permanent exclusion the education of the pupil becomes the responsibility of the Local Authority.

Parents/carers have the right of appeal to governors.

Parents/carers may subsequently appeal to the Local Authority.

Parents/carers have a further right of appeal to a panel independent of the Local Authority.

The school will adhere to The DfE guidance document: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (September 2023).

## 12 Use of reasonable force

*See the full document for the complete 'Use of reasonable force' advice for headteachers, staff and governing bodies, reviewed July 2015.*

### **All members of school staff have a legal power to use reasonable force.**

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- 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;
- 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 punishment – it is always unlawful to use force as a punishment.

This includes the use of de-escalation strategies as a priority with specific approaches to guiding and supporting children using physical interventions. CPOMS is used to log incidents where Team Teach approaches have been used with the categories 'De-Escalation' and 'Physical Restraint'.

## 13 Safety of Adults

### 13.1 Keeping Adults Safe

Staff should consider the following when dealing with behaviour.

Only intervene (using physical intervention strategies) when:

- A child is attacking a member of staff or another child e.g. hitting, spitting, kicking, throwing projectiles of any kind
- Causing risk of injury to themselves



- If a child is deliberately damaging property, smashing windows, kicking holes in a wall, breaking chairs etc.
- A child is at risk of causing injury through misuse of objects/furniture
- A child tries to leave the school premises.

Staff should not act out of anger or frustration or in order to punish a child. Physical intervention is always a last resort and should cease as soon as possible.

Types of force could include the following:

- Forcefully leading a child by the hand/arm
- Forcefully moving a child in any way, eg hand on the back, hand on shoulders
- In more extreme circumstances using appropriate restrictive holds which require specific expertise or training.

If physical intervention is used this must be recorded, parents informed and uploaded to CPOMs.

All challenging and aggressive behaviours must be recorded thoroughly on CPOMs and the Safeguarding team alerted.

If a child is displaying challenging/aggressive behaviours:

- Assess the environment and focus on yourself and the other children first
- Use yourself as a barrier between the aggressive child and the other children
- This could result in asking the other children to leave the space
- Send for help, use a walkie talkie or send another adult (if possible rather than a child) to ask for help.
- Approach the child from the side (not in front) avoiding eye contact
- Stay at least a metre away from the child
- Consider the risks of going down to the child's level (for your safety)
- Stand or sit side by side when talking to the child

How to speak to the child:

- Use minimal language e.g. I have noticed that you are angry and it's ok to feel that way
- I'm here when you're ready
- Ignore any secondary behaviours and remain silent
- If a child is alone in a room and still not calm, stand outside the room within sight.

## 14 Allegations and Malicious Allegations

### 14.1 Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Local Authority procedure. All allegations must be reported to the Headteacher in the first instance. However, if the allegation is against the headteacher, the Chair of Governors will be responsible for referring the matter.

Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. Staff are advised to familiarise themselves with the school's 'Staff Code of Conduct / Behaviour policy' in order to minimise the risk of allegations being made.

### 14.2 Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

## 15 Roles and Responsibilities

### 15.1 Role of the Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 15.2 Role of the Headteacher

The school leadership team at Carr Infants routinely engages with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### 15.3 Role of Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour and having high expectations
- Implementing the behaviour policy consistently
- Teaching, revisiting and reinforcing the Zones of Regulation
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly and according to the school's policy
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### 15.4 Role of Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Sign the school's Home School Agreement which can be found in the Appendix 4
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
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The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

If parents have any concern about the way that their child has been treated, they initially contact the class teacher. If the concern remains, they contact the Head Teacher. If parents feel that discussions resolve the problem have not been successful, the formal complaints procedure may be implemented.

#### 15.5 Role of Pupils

The school aims for all children to have a better understanding of their own emotions and self-regulation. We equip them for this by constantly revisiting the Zones of Regulation and giving children tools of how to regulate themselves when they are in the different zones. Pupils will be supported to meet the behaviour standards and to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a responsibility to follow the behaviour policy
- The school's rules and values
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 16 Pupil transitions

### 16.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour expectations by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This will include assigning a peer as a "buddy" to support the child with friendships and routines. All staff will be made aware that a new child is starting and of any specific needs of the child so that they are able to support the child appropriately to settle in.

### 16.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually

monitored and the right support is in place, information relating to pupil behaviour may be transferred to relevant staff at the start of the term or year.

## 17 Training

As part of the induction process, and general training, staff are provided with regular training on supporting children's behaviour, including training on:

- School expectations of behaviour
- Where to access support
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

As a staff, we go through the behaviour policy annually to ensure consistency. Behaviour management will also form part of continuing professional development.