




**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 2023
Chair of Governors: Danielle Broughton & Ben Stodel	
Review due:	October 2024
Signed by Executive Head: Callum Richards	

'Kindness, Honesty and Perseverance'

This policy and our practice have been hugely 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 hierarchy, 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 that comes in to school.

Stage One – Class Teacher

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

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

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

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?
<p>Serious Cause For Concern</p> <p>No response to Level 3 strategies; a serious cause for concern around the school, very serious incident from outset.</p> <p>READY Theft.</p> <p>RESPECTFUL Swearing or physical aggression directed to a member of staff. Behaviour threatening the safety of pupils or members of staff</p> <p>SAFE Purposefully breaking equipment</p>	<p>Internal Exclusion</p> <p>TAC meeting with pupil, parents, Deputy Head, other key staff – Action Plan, review date and Behaviour Contract</p> <p>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</p> <p>Fixed Term exclusion</p> <p>Managed move to another school</p> <p>Internal Exclusion at Federated School</p> <p>Permanent Exclusion</p>	<p>Recorded on CPOMS (Behaviour – Stage Four)</p> <p>Copies of Reports, and Action Plans to be shared and placed within Pupil File.</p>

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.