Behaviour Protocol at Carcroft School

Purpose

Why have we written this protocol?

What is the purpose of it?

- At Carcroft, it's our **vision to** provide a **safe, calm and orderly environment**, whereby **strong, positive relationships** are created at all levels allowing **high quality learning opportunities** to take place, thus in turn, supporting our pupils to be the very **best versions of themselves** each and every day.

We have also written this protocol in order to…

- To outline the ways in which we, as a school, will **celebrate** the exemplary behaviour demonstrated by the vast majority of our pupils

- To provide a **supportive framework** for staff, parents and pupils, for those **occasions** whereby **behaviour is preventing** the pupil from being the best version of themselves

Rights

N4S- Safe…?

Everyone at Carcroft Primary School has the right to:

- Feel safe and be safe
- Be respected
- Learn and achieve

- Most importantly, all pupils have the **right to an education** and as a school, this is something we will work with all stakeholders to achieve.

Transition

Effective transition arrangements for pupils will provide the support required for pupils from the off. This is often triggered at the start of the Admissions Process, whereby we collect and collate any available information. We then arrange visits to the pupils' previous setting using a consistent questions framework for both staff and the child.

All children and parents / carers are invited into school for an initial meeting with senior leaders to discuss expectations and approaches at Carcroft School and go through the home / school agreement.

Any concerns or issues are collated and discussed as next steps with senior leaders and our SENCos. Often, these are in the form of extra transition days, understanding strategies that help the child, and sometimes our staff visiting the child in their setting to establish a strong relationship. Honest conversations are had with parents / carers if we feel we cannot meet their needs.

Building Relationships

Positive relationships between all members of our school community - children, staff and parents - is the **foundation** for everything we do at Carcroft School. Without positive relationships, built up through regular deposits, responding to incidents whereby pupils have become dysregulated in their behaviour is a much harder task.

Building Relationships with Children

In order to build strong, positive relationships with children we:

- **Circle up at the start and end of each crew session** to allow opportunities for the children to share their stories, feelings and reflections.
- Take the time, both in crew sessions and beyond, to truly get to know our children: we want this to be more than surface level knowledge but a deeper understanding of their likes, interests, hopes, dreams and worries.
- **Give children fresh starts** and do not judge them for their mistakes: at Carcroft we know that mistakes happen but value these as opportunities to develop children's character.
- We use **praise** to celebrate achievements - both personal and academic - so that children know their contributions and efforts are noticed and valued.

Building Relationships with Parents

In order to build strong, positive relationships with parents we:

- Are visible before and after school by meeting and greeting children and parents at the classroom door.
- Making **regular deposits** with parents to share positive messages between school and home.
- Being **honest and open in all communications with parents** so that parents can build trust between themselves and their crew leader.
- **Listening and responding** to any concerns promptly and sharing with them how we have worked to ensure they feel heard and understood.

Crew

Crew Leaders:
- regularly monitor, support and challenge children with their stands, appreciations, apologies and pledges
- ensure that internal communication from other members of staff is not just passed on, but acted upon
- make regular contact with home for each child and record this on CPOMS as and when required
- on a daily basis, check their crew is equipped for the day, including dress code and PE and / or other activities
- ensure crew are contributing to whole school community meetings and are appreciating and apologising where appropriate and necessary
- encourage children to reflect on their HoWLs regularly
- show and highlight in discussions how academic progress is linked to character growth

All of the above is detailed in our [Crew Leader Expectations](#)

Habits of Work and Learning

Our expectations for behaviour are detailed in our Habits of Work and Learning (HOWLs). We expect children to do three simple things when attending Carcroft School.

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Work Hard, Get Smart and Be Kind.

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Our Minimum Expected Standard

In order to **Get Smart** we expect all of our pupils to **Work Hard** to complete any tasks which have been set for them throughout the school day.

The tasks set for each pupil will be differentiated in order to meet the needs of the pupil in order to support them to be the best version of themself and sometimes, the tasks set might look slightly different to a peer of a similar age.

However, the minimum expected standard for all pupils is exactly the same.

At Carcroft, *ideally,* we would like all tasks set by the adults in the class must be completed by the end of the school day (some reading, expedition and Maths- 3 sessions engaged in as a minimum and something completed as an outcome- BUT this does not need to be a worksheet or written piece of work)

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This is one of our overarching school expectations.

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If tasks are not completed by break, lunch or afterschool, they will be completed at the closest opportunity such as break or lunchtime.

*If it is looking that work is unlikely to be completed by the end of the day, a phone call home will be made, in order to organise support from home to come and supervise completion of work (this will be decided on a case by case basis)

Time to Reflect and Take Responsibility

The scoring of HOWLS at the end of each school day using our HOWLs Rubric is one of the fundamental ways in which behaviour is managed at our school. Through this process, children are held to account for their behaviour, they reflect on how their actions have impacted their crew and are encouraged to make apologies and pledges to improve moving forwards. This is a character building process and a restorative way of managing incidences of negative behaviour.

HoWLs scores are tracked using our Whole School Assessment Tracker daily and averaged weekly and half termly. They are then logged half termly using SOS and Phase Leaders and the Headteacher complete a half termly analysis for their phase/ HoWL school so that we have a secure understanding of the data for Behaviour and Attitudes at our school.

Our HoWLs at Carcroft School		
A little more clarity around what our HoWLs are likely to look, sound and feel like in the classroom for the vast majority… (we know some it might not be the case)		
Work Hard		
I will have a positive attitude towards my learning.	**I will actively participate in lessons.**	**I will try my best, even when I am challenged.**
-Body Language- intermittently looking/facing the right way/ -Eager and enthusiastic to complete tasks/engage in talk tasks/show my understanding when my T using protocols to C4U -An eagerness to learn new things and get better at previously taught -An eagerness to improve such as presentation/getting through more work in a lesson/increasing arithmetic score/sense of pride when move book bands/groups in RWI -Complete all that is asked/every day	-Use voice during collaborative working/listen to peers in partners/small groups -Engage in checking for understanding at least 1 x per lesson (5 times daily) -Don't leave to others to do the work; Pull weight in crew	-Uses prompts on tables/anchor charts to support -Ask for help from someone when not sure (board/buddy/Teacher) -Remain focussed even when mistake made/critique provided -Happy to receive critique -Show resilience and determination to try and work something out using what I have been taught
Get Smart		
I will reflect on my achievements and challenge myself to improve.	**I will support others to succeed by working collaboratively.**	**I will produce beautiful work that I am proud of.**
-Always honest about achievements- during end of day crew -Able to talk about what I have improved	-Listen to peers and acknowledge what they say with a kind/specific/helpful response	-Confidently talk about work with a smile/positive body language -Take time with work to ensure high

on in subjects and speak with pride and understand how WH helped to achieve this -Able to share next steps/make pledges to achieve -Always work on critique and try hard to make work better -Remember what I was asked to improve on last week but then also work on new critique -Able to self-critique	-Sharing the air/equal input/not doing it all- not, not doing anything at all -Encouraging my peers to take part- what do you think xx? -Always take turns with peers -Praise peers -Able to give kind/specific/helpful peer critique -Happy to support a peer when they are unsure of something and ask me for help -Try and explain something to a peer when they ask for help -Happy to coach peers when I have been asked to, to support them achieve gold standard	quality whilst getting it all done in the lesson -Accepts critique on a piece of work and understands that this will make a better quality final piece -Enjoy seeing work on website/displays/beautiful work display/ask to show work to someone else/take work home -Work is consistently presented or shows improvements over time

Be Kind		
I communicate with respect and manners.	**I will keep myself and crew SAFE.**	**I will look after all equipment and belongings.**
-Please/thankyou's -Always speak with the right tone- calm/right volume -Smile when in my crew -Take turns when collaborating -Wait until someone has finished talking to start -Listen to what my peers have to say (try and look at them if I can) -Accept that sometimes my peers may say things that I do not agree with but I don't always have to share this and if I do it's in the right way -Always allow others to listen by sitting as still/quietly as possible -When giving critique, I always say it about the piece not the person -I check in with peers if they seem down/angry or let my grown up know (compassion)	-ALways follow the instruction given by adults as I know this is to keep us all safe -Put chairs under when not in it -Keep hands and feet to self as understand that this can cause someone to be upset/anxious/annoyed etc -Use only kind words- if nothing nice to say- don't say anything at all- keep in head -Being in the right place/at the right time -Asking to go for a drink/toilet and understand when the right time is -Asking for a movement break if I get fidgety; understand that it's unfair to get up out of my seat when others can't -Go to a safe space and stay there until I am back in green (when in red zone) -Respect peers wishes and support them when in 'red zone' such as staying out of their way/not looking at them	-Leave table as found when going to break/lunch/assembly/home etc -Picking equipment up/rubbish up that is on the floor and putting in a bin -Coats and bags on pegs (don't stand on people's belongings) -Put my name in my belongings -Take my belongings home every day /collect them the next day if I forgot them -Don't chew on any joint resources such as pencils -Put lids on w.b pens/glue sticks etc -No doodling on desks/books/walls

The role of a Phase Leader (and HoWLs)

Phase Leaders review HOWL scores on a weekly basis in order to identify areas of concern at crew/ phase level.

Early identification of declining HoWLs is key at Carcroft School. This opportunity will allow for us to ensure that all children's needs are being understood and catered for on an individual basis and also allows us to identify where crew can be developed further to support children's reflection and critique of their HOWLs.

HoWL Walkthroughs will take place on a weekly basis and will be undertaken by the Phase Leader. A short visit of no more than 5 minutes will be made to each crew at least fortnightly/ usually weekly §, with a focus on any pupils whose HoWLs are not 'ok'. Leaders will check that pupils are being enabled to work hard, get smart and be kind and will quality assure the provision in place for all pupils, but mainly around any pupils whose HoWLs are not ok.

Feedback to the crew, both staff and pupils, will be recorded on a HoWLs slide and HoWLs rubric scores will be logged on the HoWLs tracker.

This data can then be used to validate the HoWLs data being inputted on a daily basis.

Quality First teaching

N4S- Able to engage...?

At Carcroft, once we have built strong relationships between pupils and adults, the next thing we have to get right, in order to support our pupils to be the best version of themselves, is the quality of the teaching and learning on offer. In particular, we understand that if we want pupils to achieve great HoWL scores, we have to support them to do this, by ensuring that the work in which we set for them is accessible and supports them to make progress at a rate which is suitable for them. This may differ from pupil to pupil but this is okay, as we don't all progress at the same rate and what supports one person, may not support another. This is called 'adaptive teaching'. If we get positive relationships right and 'adaptive teaching' right, there is a pretty good chance we will support pupils to achieve 'great' or 'awesome' in their HoWLs.

Our TAMPA document outlines what staff and pupils will do in order to ensure quality first teaching is supportive of pupils HoWLs.

📄 TAMPA Framework for parents and students

The vast majority of promoting good behaviour and managing any unacceptable behaviours is done in the classroom by teachers and learning coaches. There are too many strategies and protocols to list here that we can deploy, but many are included in the EL Education book, "Management in the Active Classroom"

Relentless Routines

N4S- Able to engage…?

Children, like adults, feel safe when they have clear expectations and boundaries in place. In order to support pupils to be the best version of themselves, we will ensure that we implement the routines outlined below throughout every day, as we believe that having such consistency will allow pupils to feel safer within their environment, allowing them to better achieve their HoWLs and produce beautiful work.

EYFS and KS1	
Positive Start to the Day (fresh starts all round)	
Meet and Greet	50:50 stance in doorway when children enter the classroom Positive body language and a genuine smile Good morning 'name' to each child as they enter the classroom. (*Some pupils may be met by a familiar adult different to the Teacher; some pupils require a more personalised meet and greet)
Planned Morning Tasks	Calm as children enter classroom Out ready for completion/on the board 'Adapted' to enable children to be independent (not the same for all) Accessible resources (*Some pupils may complete their morning task with their familiar adult in the classroom or in another environment/this task will be matched to what the child needs and may not be a core subject task)
Morning Routine	**Before Crew** Daily calendar and timetable shared using visual pictures and language such as first, then, after that (until mid morning/then until lunch done mid morning/after lunch until end of day) (*Some pupils may have a personalised timetable which will be shared by their familiar adult- broken into small chunks as outlined above) Reminders about minimum expectations and HOWLs Create crew pledge for the day based on previous day's reflections linked to HoWLs Crew session (circling up, activity, debrief)

Throughout the Day (in class)	

Basic Routines	Every instruction broken down so appropriate for age of pupils (and stage for some)
	
	Quick but calm and orderly in all transitions
	
	Practised and embedded daily
	
	Carpet spots during carpet sessions to reinforce expectations on carpet. Each child knows where their spot is (strategically placed to best support them; view of adults; the right talk partner)
	
	360 vision of classroom when sat/stood in classroom of all pupils (all adults to have sight of pupils at all times; who is overseeing which groups etc)
	
	50/50 vision in doorways during transition times (presence on corridors)
	Stopping children when off-task
	
	Checking in on conversation when there is a lot of it (is it working conversation or other; all adults doing this)
	
	Specific Strategies
	
	When transitioning from classroom to carpet/carpet to classroom, children are given numbered instructions:
	1: Stand up
	2: Tuck your chairs under
	3: Come to the carpet
	Or
	1. Stand up
	2. Walk to your chair and stand behind it
	3. Sit down
	
	When asking children to stop doing something, we will:
	Pre-warn children when completing a timed activity at regular intervals before we ask them to stop (5 minutes left, 2 minutes left, 1 minute etc)
	    1. Stand up so we are visible as much as possible (and when needed, such as a busy activity); thank you XX, XX has stopped what they are doing, amazing XX)
	    2. Put everything down (praise those who do)
	    3. Eyes on me (praise those who do)
	Wait between each instruction until every child has followed it
	Stop hand signal should be used in quiet(er) situations to stop children- eg TPS on carpet.

	Throughout the day (In and around school)
Basic Routines	S line for walking in a line in and around school The 'S' rule for moving around the school; • Single file • Straight line • Silently • Sensibly • And always with a Smile All adults to remind children how to move around school when on corridors (everyone's responsibility regardless of who it is); safety is key on corridors
Having real clarity	Task explained/modelled how to complete the task step by step (as well as learning being modelled) Time frame for completion of work given/timer used (appropriate for pupil) Clarity around adult deployment (I am working with... then I will work with... you are .... And then you will be) Outcomes shared (by the end of the session you will have completed....) Firm but fair tone used when 'checking in' on pupils using HoWL language; 'remember we should be WH to GS by.....'
	Time to reflect (ready to reset the next day)
Daily Reflection and Celebration	End of the day crew session (circling up) where HoWLs scores are shared/recorded (This might take place on 1 :1 basis for some pupils but will then be fed into whole class tracker by adult) HOWL Heroes recognised and postcards sent home Photos to demonstrate 3/4 HoWLs are shared on the screen for all children; recap expectations and encourage others too Praises from the day shared -from crew leaders, deputy crew leaders and children Apologies and acknowledgements shared for the day

The Narrative for Success

When discussing behaviour at Carcroft School, we use Narrative for Success Language which links to our HoWLs.
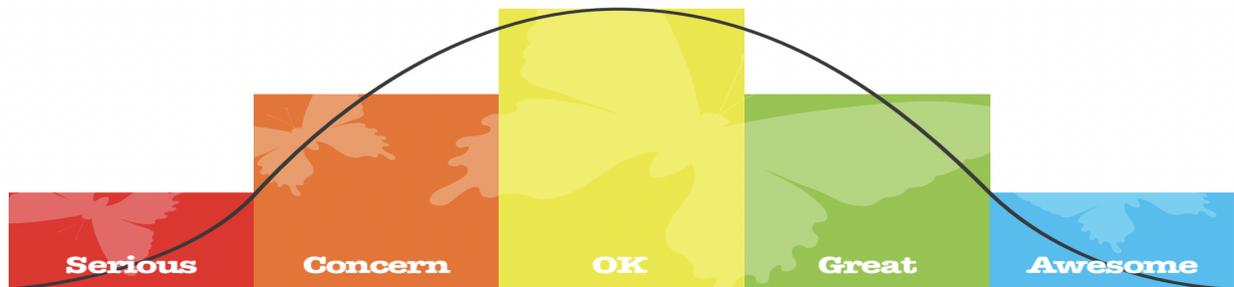
Celebrating Positive Behaviour

Our ethos at Carcroft is allowing our children to become the best version of themselves, so we focus on this, praising children and catching them being good, allowing their peers to see children model good behaviour.

Catching children doing good equates to 'making deposits' with both children and parents, so that when we have to make a 'withdrawal', both children and parents trust us and are open to listening to us, as we have created a foundation of mutual respect.

We ensure that good behaviour is visible and acknowledged by all members of a child's individual and phase crew. We do this by sharing models of child work both in the classroom and wider, using our school website. Children expect this public rigour, making it hard for them not to meet our expectations.

Positive Deposits (Pupil level and Crew Level)		
Lesson to Lesson	**Daily**	**Weekly**
• Verbal praise and feedback using HoWL language linked to poster on wall • Work Hard, Get Smart, Be Kind and Beautiful Work Stickers given out and stuck into books • HoWL Point tokens given out linked to HoWL poster on wall	• Crew checkout- Howl Hero XP postcard sent home at the end of the day/cushion next day • Crew Checkout- praises shared from the day (pupil/ and staff)	• Learning Legend Certificate for impressive HoWLs during that week given out during Phase Community Meeting and *Parents Invited into School* • Certificates for Reading Champions/ TT champions given out during Phase Community Meeting

		● Email home (every child to receive an email at some point in the year) ● Phone call home (every child to receive a call at some point in the year)

Half Termly Review Point
● HoWL slips will be sent home for every child/ sharing current HoWLs with parents ● HoWL House Points will be counted up/ winning house will take home a certificate and a treat from the HoWL House Points Treat Shop (stationary/book/small 'sweet' treat)

Termly Review Point	
Great	**Awesome**
3.4-3.9	4+
● Anyone with 3.4+ for HoWLs can attend 'Bounce Around' Session at end of term ● 2 children per crew selected to attend end of term Ultimate Learning Legend Community Meeting (most improved for term/ overall most consistent) / attend breakfast	● Anyone with 3.4+ for HoWLs can attend 'Bounce Around' Session at end of term ● Parents invited in to celebrate 'Awesome' HoWLs in an end of term community recognition meeting ● 2 children per crew selected to attend end of term Ultimate Learning Legend Community Meeting (most improved for term/ overall most consistent) / attend breakfast

These positive celebrations are recorded onto SOS as 'deposits' so that all staff can monitor and evaluate children's efforts and achievements throughout the year

# Responding to behaviours that are not 'ok'

Compassion Above All

Children, like adults, make mistakes and need a chance to put things right. They often describe these moments as 'just messing about', or 'only joking' or 'I don't know why I did it'. Sometimes they react quickly without thinking. Sometimes, children display poor behaviours when they are struggling academically, social and / or emotionally. They may struggle to regulate their own behaviour if they are experiencing physical difficulties, including tiredness and hunger. Sometimes, children act deliberately and consciously. Putting things right can range from a quick apology to needing time out of the classroom or school. All children deserve the opportunity to put things right and will be supported by our school community to do this. .

Labelling individual children as 'naughty children' or describing behaviour in terms of groups e.g. 'Crew Jones were horrendous last lesson' is dehumanising and not purposeful. Staff must ensure that poor behaviour is broken down into individual actions and addressed appropriately on an individual level, ensuring that children are not publicly shamed and that they have the opportunity to be listened to and respected.

We strive to be the champions of our children and want them to be the very best versions of themselves. Actions such as those detailed above can be humiliating and traumatic for children and go against our inclusive and respectful ethos.

Our HoWLs and HoWLs Rubric give us a common language to frame what the child has and has not done, and what they will need to do in the future. They give us the ability to specifically describe good behaviour and what it looks like and celebrate this regularly and consistently.

One size does not fit all
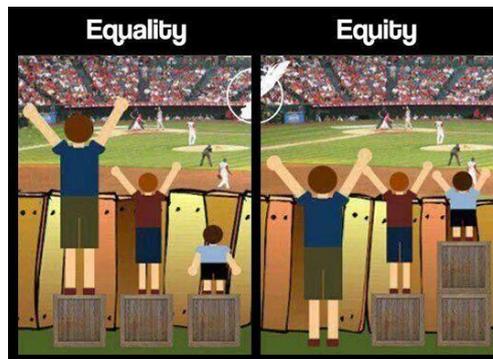
Although we have created a strategy to support staff and pupils to bring about some level of consistency when managing behaviours that are not 'ok' at our school, at Carcroft, we understand that some of our pupils require support from within the school in order to better understand why some of their displayed behaviours are not 'ok' when at school, and how to avoid them in the future. However, for some of our pupils, this may take longer than others to fully understand.

We endeavour to work with all of our pupils in order to support them to make better choices in the future when their HoWLs are less than 'ok'. We will work with them, in order to support them to understand that their actions can negatively impact both themselves and others and prevent others around them from also being the best version of themselves.

Our strategy for supporting pupils when demonstrating negative behaviours will:

- Ensure that pupils are treated with respect/behaviours will be managed on a 1:1 basis as much as possible avoiding shame for the pupil

- Ensure that pupils are giving opportunity to put things right, there and then

- Ensure that children are giving one last chance to reflect if they need it

However, at times, this strategy might not be the right strategy to support that pupil for a whole host of reasons and at that point all stakeholders involved with that child must come up with a more personalised approach to support the child to make better choices in the future. For example, this might be after a week of using the strategy relentlessly and the child's HoWLs are still not 'ok'.

CONCERN (2.5-2.9)	
Behaviours we might see if a child's HoWL average is falling into the concern category	The steps outlined below should be used by staff when addressing any of the behaviours outlined on the left hand side
Refusal to complete work. Refusing to follow instructions or reasonable requests from an adult. Intentional disruption or distraction by making inappropriate noises, movements or gestures. Rude and disrespectful language towards adults. Repeated unkind actions and words towards peers (in particular during unstructured times)	**Step 1:** An informal check-in with the child to check that everything is okay as their behaviour is out of character or causing concern. Emotion coaching should be used to recognise and validate feelings/behaviours. **Step 2:** Non-verbal cue used to show the child that you have recognised their continuation of behaviour. This gives them a second opportunity to self-regulate and self-correct. **Step 3:** A quick, '30 second intervention' between an adult and the child using the language of HOWLS and link to protocols where appropriate. This should be a quiet 1:1 check-in which does not publicly shame the child or raise further attention to their behaviour. **Step 4:** A verbal reminder, focusing on positive affirmation and recognition of efforts made to improve, to reinforce expectations. This is still done on a 1:1 basis as the child needs to see that they have been given two previous opportunities to regulate their behaviour and have not yet responded. **Step 5:** The child is asked to spend a short amount of time in the shared area, corridor, or their chosen quiet/safe place to allow them the opportunity to reflect on their behaviour. The adult should give the child the amount of time set and then complete a short, reflective discussion with them to help them improve their behaviour. **Step 6:** **If after reflection time, behaviour continues, one of the following sanctions will be used to support the pupil to understand that their behaviour is not 'ok'.** ● it might be agreed with another member of staff that the pupil complete their learning in another classroom

	(ideally where HoWLs are secure in that crew and the pupil can see the expectation across the school). The learning must be something they can complete independently/ so it might not be suitable to send their current learning/ it might be consolidation (such as Twinkl sheet etc). It must be shared that they are going to work in another classroom so they can have some time away from their own crew to reflect. It must be made clear that you are then going to speak to them about this behaviour at break/ lunchtime. (*This is not an opportunity for another member of staff to 'sort their behaviour'/ it's simply respite for the crew and reset for the pupil). ● Loss of privileges - such as using break time to put things right/ completing work/ writing pledges linked to behaviour demonstrated ● Supervised lunches (linked to 'Be Kind'/ not being able to regulate own behaviour during unstructured times) ● School-based community service – such as picking up litter; weeding school grounds; tidying classrooms/ sharpening pencils/; helping clear up the dining hall after meal times

Restoration (Putting things right)

At Carcroft, we are keen to ensure that when supporting with any 'concern' or 'serious' category behaviours, all stakeholders are singing from the same hymn sheet and are striving to support the pupil to learn from their mistakes by reflecting upon the impact of their action, on both themself and others and considering how this behaviour could be avoided in the future. What can we do together to avoid this from happening again?

If a pupil has demonstrated HoWLs that are less than 'ok' during that day, they MUST make an apology to their crew.

One of the ways in which we do this is by encouraging pupils to make apologies and pledges in their daily crew check out meeting at the end of the day.

Crew Leaders and peers are then able to decide if a child has acted authentically and sincerely to complete their pledge. Children are always praised for their actions to put things right so that others can see that this is a positive process towards character development and not a way of punishing them for their mistakes.

Personalised HoWL Help Planners, Work Hard, Get Smart and Be Kind Plans

N4S- Able to engage…?

While we recognise the importance of consistent and equitable recognition, we also recognise that some pupils react differently to strategies and sometimes a more bespoke plan is needed for particular children to access our provision effectively.

This may be the case if a child's HoWL average is sitting within the 'concern' bracket and staff feel that they have consistently used the strategy outlined above in order to best support the pupil to improve

their behaviour. Staff will have ensured that their core offer is secure including relentless routines and QFT and will have worked with the pupil to further personalise their offer, by removing any barriers which have come to light through discussion with staff, pupil and parents. At this stage, this will have been done at classroom level and will have been recorded on CPOMS by the Teacher.

Our personalised plans are an Assess, Plan, Do, Review cycle of strategies to help the child demonstrate good behaviours over time and details what they and staff should do to support improvements over time. In most cases, strategies should be agreed with the SENDCo, leadership team, child and parent / carer.

This collaborative way of working will provide more opportunity for both the staff and pupils to reflect upon the identified behaviours and consider ways to further improve this on a daily basis, with more frequent check in opportunities from Senior Leaders and Parents.

📄 HOWLS Improvement Planner CONCERN
📄 HOWLS Improvement Planner SERIOUS

A further decline in HoWLs

N4S- Safe…?

Unfortunately, sometimes a child's HoWLs may decline further despite the interventions outlined above. Usually by this point, we would have started the process of multi-agency working, as it is likely that outside support is required in order to best support the pupil, and support them to improve their HoWLs. Multi-agency working may include the following:
- Referral into BOSS
- Referral into Assets
- Referral into CAMHS
- Referral into Early Years Inclusion team
- Referral into Educational Psychologist
- Referral into Trust Clinical Psychotherapist

Once we feel we have worked with professionals, and sought further advice, a referral into the **Local Authority Inclusion Panel** might then be made, in order to seek out further provision outside of the mainstream school, whilst the pupil remains on the school roll.

Furthermore, in addition to working with the child, it may be necessary to also engage in work with the family which would take place through the **Early Help Process.**

At Carcroft, we understand that often, a 'serious' category incident, is often the result of persistent 'concern' category behaviours over a prolonged period of time. However, these will still be addressed using the strategy below.

Again, there is not a one size fits all approach to managing behaviours such as those outlined below and often the context of the behaviours, context of the pupil and other factors such as knowing the pupil and what will make them reflect most need to be taken into consideration when thinking about the most appropriate restorative strategy to support the pupil to improve their HoWLs at this point.

However, often emphasis will be placed on making apologies and pledges to their crew/school crew but again, the way in which this is done, will be decided by the stakeholders outlined below, and those who know the child best.

SERIOUS (<2.5)	
Behaviours we <u>might</u> see if a child's HoWL average is falling into the serious category	The steps outlined below should be used by staff when addressing any of the behaviours outlined on the left hand side
Physical violence towards peers. Physical violence towards adults. Damage to school property (example: kicking a hole in the wall/breaking glass)	**Step 1:** Class Teacher of pupil involved to alert phase leader of incident. **Step 2:** Class Teacher to begin fact finding with staff involved on a google doc in the first instance (to then be transferred into CPOMs and Major Incident Form). **Step 3:** Phase Leader to alert Inclusion Lead who will generate Major Incident Form. **Step 4:** Phase Leader to facilitate completion of MI Form when received from Inclusion Lead/ using information gathered during step 2. **Step 3:** Phase Lead to meet Inclusion Lead (& Headteacher where appropriate) to review all evidence, engage in professional conversation and make a collective decision on the sanction/action to be taken for pupil (specific to individuals - this may not be the same action for all pupils); all of which are outlined as options below. **Step 5:** Phase Lead and Inclusion Lead (& Headteacher where appropriate) to share findings and sanction/action to be taken with all people involved including parents and rationale as to why and how a decision has been made. **Step 6:** Phase Lead to ensure that MI/ Sanction is recorded on CPOMs **Sanctions** which might be explored as a strategy to support pupils to acknowledge that their behaviour is negatively impacting upon others ***may include*** (these will take place during the child's own time, such as breaktime, lunchtime, after school): -Making an ***apology*** *in some way (verbally/making a card/writing a note)* -***Community payback*** *such as tidying up, supporting to remount work when it has been damaged, payback time in another way, if child's work is damaged such as cleaning painting equipment, EYFS toys* -*Further **restorative work** with the **school's Psychotherapist*** -*A period of time **working away** from the crew, in another*

	space in school *-A **suspension** may be issued for a short period of either 1, 3 or 5 days, if it is deemed it's in the best interest of the child , in order to support them to reflect upon the seriousness of their behaviour (our policy on suspensions and PEX is outlined below)*

Suspension and Permanent Exclusion

N4S- Safe…?

Suspension

A fixed-term suspension can be used when a student displays more extreme issues. Normally, this is on the ladder of 1, 3 then 5 days, and is at the discretion of the Headteacher.

Suspension at Carcroft School is used to show that certain behaviours such as Physical violence towards peers, Physical violence towards adults and Damage to school property (example: kicking a hole in the wall/breaking glass) are not acceptable within our community, and sends a strong message to the pupils, their parents and importantly, the rest of the pupils in our community.

Suspension also offers a short respite for pupils and staff, to enable a social and emotional support plan, restorative measures and reflection to be reviewed and further plans put in place before the pupil returns to school.

During suspensions, appropriate work will be set and the pupil is expected to complete this work to the best of their ability. Pupils need to present this work on their return to school and they will only be returned to sessions if the work is complete and of an acceptable standard.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently should only be taken:
 • In response to a serious breach or **persistent breaches** of the school's behaviour policy; and
 • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Heads of School/Headteachers are trusted to use and should use their professional judgement based on the individual circumstances of each case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy

- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Alternative Provision and Managed Moves

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Supporting pupils following a sanction

Where pupils need specific support to display appropriate behaviour, a child would always be placed on the SEN register, if they have not been already. This will be done in conjunction with the SENCo and appropriate staff, and will be distributed to all staff. Staff that are directly teaching and supporting the student will be briefed on the strategies to be put in place and will feed into the plan as well as monitor the success of the plan.

Alternative Educational Provision

Where a pupil is not able to show that they can or will accept the expectations of the school, alternative education provision will be sought through an Inclusion Panel Referral.

This will initially be with the support of the school, and focus on character development of the student for them to understand and buy into the expectations of Carcroft School.

Due to its nature, this provision will be bespoke to meet the needs of the pupil. .

Managed Move

Occasionally, a senior leader of a school may suggest a managed move as a proactive way to support a pupil who is struggling to adhere to the behaviour protocols of the school. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves are discussed with and agreed with all parties involved, including the parents and the senior leaders of the receiving school. Managed moves are rare and should only occur when it is in the pupil's best interests.

Keeping Pupils and Staff Safe

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Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:
1. Staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. For example, chewing gum which is not allowed in school may be confiscated and thrown in the bin or a mobile phone, if misused, could be confiscated and retained until a parent comes into school to collect.

2. The Executive Principal, Heads of School, the Designated Safeguarding Lead can search without consent for "prohibited items" including:
   - knives and weapons
   - alcohol
   - illegal drugs
   - stolen items
   - tobacco and cigarette papers
   - fireworks
   - pornographic images
   - any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
   - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search. For example, weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for staff to decide if and when to return a confiscated item.

See link for further guidance: Searching Screening and Confiscation.

Power to use reasonable force

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Force will only be used when reasonable or necessary. For example, staff will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

Authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

See link for further advice: Use of reasonable force in schools

Accusations against Staff

Instances of this are rare at Carcroft. However, if this did occur, and the allegations were malicious, serious disciplinary measures would be put in place (i.e. exclusion) by the Headteacher. There would also then be significant follow up work with the pupil involved before returning to school.

Prevention of Bullying policy

Our prevention of bullying policy can be found here

Guidance on specific behaviour issues Child-on-child sexual violence and sexual harassment (including measures to prevent child-on-child abuse and the response to incidents of such abuse)

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff understand the importance of challenging all inappropriate language and behaviour between pupils.

Sexually abusive language or behaviour will never be excused as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; demonstrating and modelling manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage our culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. It is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where we suspect a pupil of criminal behaviour online, we will seek guidance from the police and relevant agencies. When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and we follow the principles as set out in Keeping children safe in education.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture.

Suspected criminal behaviour

In cases when a member of staff or the principal suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and recorded on CPOMs, and school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, as a school we retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Further Guidance

The school's behaviour policy and other associated documents can be made available in hard copy to parents on request and we publish the policy on our [website](#). The policy is reviewed annually.

Appendix

Useful links:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
https://www.gov.uk/government/publications/school-exclusion
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25